DOCUMENT RESUME

ED 135 355 IR 004 446

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TITLE Redesign of Education: Media and the Learner in the 70's. Summary Report of the Lake Okoboji Educational Media Leadership Conference (16th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 16-21, 1970).
INSTITUTION Iowa Univ., Iowa City. Div. of Extension and Services.
SPONS AGENCY Association for Educational Communications and Technology, Washington, D.C.
PUB DATE Aug 70
NOTE 137p.; This Summary Report of the Sixteenth Lake Okoboji Educational Media Leadership Conference should be considered as a series of working papers. For related documents, see IR 004 443-451. Best copy available

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS Accreditation (Institutions); Conferences; *Curriculum Planning; Educational Accountability; Educational Change; Educational Environment; *Educational Technology; Futures (of Society); *Instructional Systems; *Instructional Technology; Leadership Training; *Media Specialists; Students; Teacher Education
IDENTIFIERS *Lake Okoboji Educational Media Leadership Conf

ABSTRACT

Reported are the presentations, meetings, group discussions, and concerns of the delegates of the sixteenth Lake Okoboji Educational Media Leadership Conference. The keynote address examined the past, present, and emerging problems in education, and their implications for the field of instructional technology. The delegates then divided into five groups: (1) learners and their environment; (2) the role and function of the instructional technologist in the 70's; (3) the teacher as the director of learning activities; (4) rationale, trends, and prototypes for redesign of education; and (5) related concerns of redesign. Each group raised questions, identified problems, proposed solutions, and prescribed procedures concerning these subtopics. (SC)

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SUMMARY REPORT

of the

SIXTEENTH LAKE OKOBOJI EDUCATIONAL MEDIA LEADERSHIP CONFERENCE

Iowa Lakeside Laboratory
Lake Okoboji
Milford, Iowa

August 16-21, 1970

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FOREWORD

The Sixteenth Lake Okoboji Educational Media Leadership Conference is history. This Summary Report will endeavor to report the activities and major accomplishments approved by the delegates in August, 1970. Included are the "concerns" of the delegates, written in advance of the meeting, that illustrate the wide diversity of interests and anxieties.

The theme selected by the Planning Committee this year was "Media and the Learner in the 70's". However, after all committee reports were approved, the delegates changed the theme title to: "Redesign of Education: Media and the Learner in the 70's". This was brought about by a major thrust the group made during this five day meeting pointing towards the needs of education in the future. Dr. Curtis Ramsey, Kent State University, in the keynote address made the delegates aware of the major problems in education in the past, present, immediate future, and future. Following the keynote the delegates divided into five groups to study:

Learners and Their Environment
The Role and Function of the Instructional Technologist in the 70's
Teacher/Director of Learning
Rationale, Trends, and Prototypes for Redesign of Education
Related Concerns of Redesign

Delegates to Okoboji came from thirty-one states, Puerto Rico, and Norway. They are selected in seven different ways, the majority being sent as official representatives of AECT Affiliates. Advanced graduate students each year make a major contribution to the conference. It is very rewarding to see the young people move forward into leadership roles in the field.

Keynoter Ramsey indicated that the media specialist of the future may have little to do with information storage and retrieval, but his major function would be that of message design in the educational communications process. He ended his presentation by saying, "We could do no better, Okobojians, than to quote Polonius' remarks to Laertes, as the young man was embarking upon a long and apparently dangerous journey: 'This above all, to thy own self be true, and thou cans't not then be false onto the end.'"

Sixteen Okoboji Conferences have come and gone. The outstanding change that has taken place in recent years is the desire of the delegates to look at the major problems in education, as contrasted with the early years of the conference when they looked only at problems directly related to educational media. The author looks at this as a sign that the educational communications and technology field has come of age. We are ready to prove the worth of our programs and face the problems of much needed change in education.

Perhaps the following quote from a letter received following the conference would indicate the feeling of a graduate student who participated: "I want to thank you for making the Okoboji experience so significant for me.

What a warm, self-fulfilling feeling I had upon leaving. As a graduate student I know the conference has had a tremendous impact upon me and will influence my thinking and perspective of education for a long time. Never have I seen so many people work so hard! Never have I seen so many people have so much fun and good fellowship!"

The true value of the Okoboji Conference is its influence on delegates to accept leadership roles in their own states and communities, and to extend this "Okoboji mystique", as some call it, to others in the educational communications and technology field.

Chairman: Iowa Committee for
Okoboji Conferences

Lee W. Cochran

Lee W. Cochran

PERSONS ATTENDING THE SIXTEENTH LAKE OKOBOJI
EDUCATIONAL MEDIA LEADERSHIP CONFERENCE
August 16-21, 1970
Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa

Note: The number in parenthesis (69, 70) following the name indicates the years this person has attended Okoboji Conferences. (WDAVI, and other initials show the State Affiliate Organization. If more than one from any state, this indicates there are more than one affiliate, or one of those listed was voted back from previous year's conference.

1. Anderson, Edward L., Assistant Professor, School of Education, Wisconsin State University, Oshkosh, Wisconsin 54901 (69, 70) (WDAVI)

2. Barry, Richard A., AV Director, Central School District #3, Locust Valley, New York 11560 (70) (Long Island Educ. Comm. Council)

3. Becklund, Arlo (Mrs.), College of Education, University of South Alabama, Mobile, Alabama 36608 (70) (AEMA)

4. Bolvin, Boyd M., Associate Dean of Instruction Learning Resources, Bellevue Community College, 3000 145th Place S.E., Bellevue, Washington 98004 (70) (Pres., WDAVI)

5. Branum, Paul, Director of Instructional Media Services, Augustana College, Sioux Falls, South Dakota 57102 (70) (SDEMA)

6. Breznik, Roy E., Media Director, Bossier Parish School Board, P. O. Box 218, Benton, Louisiana 71006 (69, 70) (LAVA)

7. Brown, Lynn, Audiovisual Coordinator, Office of the Superintendent of Public Instruction, Room 108, State Office Building, Indianapolis, Indiana 46204 (70) (AVID of Indiana)

8. Bullard, John R., Assistant Professor, College of Education, The University of Iowa, Iowa City, Iowa 52240 (70) (AVEAI) (Iowa Committee)

9. Campion, Lee, Division of Educational Communications, New York State Education Department, Albany, New York 12224 (55, 56, 60, 68, 69, 70) (N.Y.S. AVA) (Past President AECT)

10. Carlock, Philip D., Associate Dean of Instruction, Forest Park Community College, 5600 Oakland Avenue, St. Louis, Missouri 63110 (67, 69, 70) (DAVE)

11. Christison, Milton, Supervisor of AV Materials, Madison Public Schools, P. O. Box 2189, 545 W. Dayton Street, Madison, Wisconsin 53703 (70) (WDAVI)

12. Clark, Ann, Conference Secretary, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 (62 through 70) (Iowa Committee)

13. Cochran, Lee W., Chairman, Iowa Committee for Okoboji Conferences, 35 Olive Court, Iowa City, Iowa 52240 (55 through 70) (AVEAI) (Chrm., Iowa Committee)

14. Cochran, Lida M., Assistant Professor, College of Education, The University of Iowa, Iowa City, Iowa 52240 (60 through 70) (President, AVEAI) (Iowa Committee)

15. Coon, Nile D., Director, Bureau of Instructional Media Services, Pennsylvania Department of Education, Harrisburg, Pennsylvania 17126 (70) (PLRC)

16. Corwin, Lynn, Director, Douglas County Instructional Media Center, 1111 S. E. Court Avenue, Courthouse Annex, Roseburg, Oregon 97470 (70) (OIMA)

17. Dale, Erling, Pedagogisk Institutt, Oslo Universitet, P. O. Box 1092, Oslo 3, Norway (70)

18. Echols, C. Dan, Director of Instructional Media, Tarrant County Junior College, 828 Harwood Road, Hurst, Texas 76053 (70) (TAET)

19. Giorgio, Joseph F., (Fairfield Public Schools), R. 4, Duncaster Lane, Vernon, Connecticut 06086 (69, 70) (Pres., CAVEA)

20. Hamilton, Lester L., Director of Instructional Aids, Charleston County School District, 67 Legare Street, Charleston, South Carolina 29401 (70) (Pres., SCDAVI)

21. Harcleroad, Fred F., President, American College Testing Program, P. O. Box 168, Iowa City, Iowa 52240 (61, 70) (AVEAI) (Resource Delegate)

22. Haroian, Jacob, Director, Instructional Materials Center, Manchester Public Schools, 45 School Street, Manchester, Connecticut 06040 (70) (CAVEA)

23. Hedges, John R., Chairman Emeritus of Okoboji Conferences, 30 Leamer Court, Iowa City, Iowa 52240 (55 through 70) (Executive Secretary, AVEAI) (Iowa Committee)

24. Heinich, Robert, Professor, Audio-Visual Center, Indiana University, Bloomington, Indiana 47401 (56, 66, 67, 70) (AVID of Indiana) (Pres. Elect AECT)

25. Hicok, Larry L., Media Director, Rockford Community Schools, Box 531, Rockford, Iowa 50468 (70) (Secretary, AVEAI) (Iowa Committee)

26. Hill, Harold E., Bureau of Audiovisual Instruction, Stadium Building, University of Colorado, Boulder, Colorado 80302 (63 through 70) (CAVA)

27. Holmes, Charles W., School District No. 6, 811 15th Street, Greeley, Colorado 80631 (65, 70) (CAVA)

28. Hubbard, Richard, Educational Communications, State University College, Oswego, New York 13126 (58, 59, 60, 70) (NYSAVA)

29. Huisman, Mayo J., Supervisor of Instructional Materials, Rapid City Public Schools, 809 South Street, Rapid City, South Dakota 57701 (69, 70) (SDEMA)

30. Hunger, Charles, Associate Director, Audio Visual Services, Kent State University, Kent, Ohio 44240 (70) (EMCO)

31. Hutcheson, Sister Sigrid, Director of Educational Media, College of St. Benedict, St. Joseph, Minnesota 56374 (68, 69, 70) (AVCAM) (Planning Committee 1970)

32. Kemp, Jerrold E., Coordinator, Audio-Visual Service Center, San Jose State College, San Jose, California 95114 (63, 70) (AVEAC)

33. Kent, James A., Assistant Director for Operations, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 (68, 70) (Iowa Committee)

34. Kueter, Roger A., Assistant Professor, University of Northern Iowa, Cedar Falls, Iowa 50613 (formerly at Indiana University, Bloomington, Indiana) (70) (AVID)

35. Lacock, Donald W., Assistant Director for Media Development, Audio-visual Center, The University of Iowa, Iowa City, Iowa 52240 (62, 66, 67, 70) (AVEAI) (Iowa Committee)

36. Lake, Leone, Audio Visual Building Coordinator, Dade County Public Schools, 8527 Crespi Boulevard, Miami Beach, Florida 33141 (60 through 68, 70) (FAVA)

37. Lalime, Arthur, Instructional Materials Center, Darien Board of Education, 2121 Post Road, Darien, Connecticut 06820 (63 through 68, 70) (CAVEA) (Resource Delegate)

38. Lang, Carl A., Director, Learning Resources, Sandhill Community College, P. O. Box 1379, Southern Pines, North Carolina 28387 (70) (DAE of NCEA)

39. Lavin, Marvin, College of Education, The University of Iowa, Iowa City, Iowa 52240 (70) (Iowa Committee)

40. Lavin, Mildred, College of Education, The University of Iowa, Iowa City, Iowa 52240 (70) (Iowa Committee)

41. Little, David, Educational Resource Center, P. O. Box 42, Sergeant Bluff, Iowa 51054 (63 through 68, 70) (AVEAI) (Iowa Committee)

42. Long, Robert A., Medical AV Coordinator, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 (64, 67, 68, 69, 70) (AVEAI) (Iowa Committee)

43. McKay, Gerald R., Audiovisual Specialist, University of Minnesota, 111 Coffey Hall, St. Paul Campus, St. Paul, Minnesota 55101 (70) (AVCAM)

44. Manzi, Frank J., Director, Educational Communications, West Babylon Schools, 200 Farmingdale Road, West Babylon, New York 11704 (70) (SECC)

45. Melchior, John F., Coordinator of Curriculum Materials, P. O. Box 52, Parsippany, New Jersey 07054 (70) (NJAVC)

46. Mello, Michael W., Director, Instructional Technology, Portsmouth School Department, Education Lane, Portsmouth, Rhode Island 02871 (70) (AVEARI)

47. Moll, Hans, Audiovisual Department, Western Illinois University, Macomb, Illinois 61455 (70) (IAVA)

48. Montgomery, Dale, Media Specialist, DeKalb Community Unit Schools, District 428, DeKalb, Illinois 60115 (70)

49. Morse, Thomas A., Audiovisual Director, Winchester Public Schools, Winchester, Massachusetts 01890 (70) (President, MAVA)

50. Moss, Roy, Audiovisual Center, Grambling College, P. O. Box 61, Grambling, Louisiana 71245 (70) (LAVA) (Resource Delegate)

51. Nibeck, Richard, Association for Educational Communications and Technology, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (63, 64, 66, 68, 70) (Representing AECT)

52. Oglesby, William B., Director, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 (68, 69, 70) (AVEAI) (Assistant Chairman, Iowa Committee)

53. Owen, Sharon (Mrs.), 139 Stadium Place, Syracuse, New York 13210 (70)

54. Pfund, J. Richard, Director, Learning Resources Center, State University College, Oswego, New York 13126 (68, 69, 70) (NYSAVA) (Chairman, Planning Committee 1970)

55. Plumley, Virginia D., Supervisor, Teaching Methods Laboratory, Marshall University, Huntington, West Virginia 25701 (70) (WVAVA)

56. Ramsey, Curtis, Elementary Education Department, Kent State University, Kent, Ohio 44240 (62, 63, 64, 65, 70) (Keynote Speaker)

57. Reed, Calvin, Director, Teaching and Resource Center, University of Nevada, Reno, Nevada 89507 (70) (NEMA)

58. Riddle, A. C., Jr., Audiovisual Director, Sunnyside School District, 470 E. Valencia Road, Tucson, Arizona 85706 (70) (AAAVED)

59. Rivera, Victor Morales, Sub-Director of Academic Programs, Department of Education, Hato Rey, Puerto Rico 00919 (70) (PRAVA)

60. Rohr, Ted, Assistant Dean of Instruction, Forest Park Community College, 5600 Oakland Avenue, St. Louis, Missouri 63110 (70) (DAVE)

61. Saks, Lewis, Director, Audiovisual, East Detroit Public Schools, 15700 Nine Mile Road, East Detroit, Michigan 48021 (69, 70) (MAVA)

62. Smith, Carolyn (Mrs.), Assistant Conference Secretary, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 (70) (Iowa Committee)

63. Smith, Lotsee P., 1523 Windsor Way, Norman, Oklahoma 73069 (70)

64. Stamper, Silas S., Associate Professor, Education Department, University of Tulsa, 600 South College, Tulsa, Oklahoma 74104 (70) (OAEMT)

65. Suchesk, Arthur M., Director, Instructional Media & Systems Division, Southern California Regional Occupation Center, 2300 Crenshaw Blvd., Torrance, California 90501 (69, 70) (AVEAC)

66. Taylor, Angelin (Mrs.), Coordinator of Audiovisual Services, Board of Public Instruction, Seminole County, 1101 Pine Avenue, Sanford, Florida 32771 (70) (Pres., FAVA)

67. Thompson, Lowell, Assistant Professor, New School, University of North Dakota, Grand Forks, North Dakota (70) (Resource Delegate)

68. Tubbs, Gordon H., Director, Instructional Technology Markets Development, Eastman Kodak Company, 343 State Street, Rochester, New York 14650 (66, 68, 69, 70) (NYSAVA) (Planning Committee 1970) (Representing NAVA)

69. Tully, James, Assistant Instructor, East Texas State University, Commerce, Texas 75428 (69, 70) (TEXAVED)

70. Vento, Charles J., Executive Secretary, Valley Instructional TV Association, P. O. Box 6, Sacramento, California 95801 (69, 70) (AVEAC) (Planning Committee 1970)

71. Wagener, Violet (Mrs.), Assistant Director, ERIC Clearinghouse for Social Science Education, University of Colorado, 7060 Roaring Fork Trail, Boulder, Colorado 80302 (70) (CAVA)

* * * * * *

GUESTS ATTENDING THE CONFERENCE:

1. Johnson, Howard R. H., Director, Media Center, 312 N. Rosalind Ave., Orlando, Florida (70)

2. Milicia, Maureen B., Assistant Professor of Speech, Marshall University, Huntington, West Virginia (70)

* * * * * *

PLANNING COMMITTEE FOR THE 1970 OKOBOJI CONFERENCE

At the close of the 1969 Okoboji Conference, Lee Campion, President of DAVI, appointed the following persons to serve as a Planning Committee for the Sixteenth Lake Okoboji Educational Media Leadership Conference:

J. Richard Pfund, Chairman
Gordon Tubbs
Sister Sigrid Hutcheson
David S. Gifford
Richard Gilkey
Charlie W. Roberts, Jr.
Robert Gerletti, Pres. Elect of DAVI (ex-officio)
William B. Oglesby (Iowa Committee rep.; ex-officio)

Note: Gifford, Gilkey, Gerletti and Roberts were unable to attend the 1970 conference.

In early October of 1969 the Planning Committee approved the topic for the 1970 Okoboji Conference as, "Media and the Learner in the 70's". This topic was changed at the close of the conference to read "Redesign of Education: Media and the Learner in the 70's".

The Planning Committee held its first meeting in Detroit, Michigan at the time of the DAVI Convention, where it selected resource delegates, graduate student delegates, and the keynote speaker, Dr. Curtis Ramsey, Kent State University.

The committee again met on August 15-16, 1970, at the Iowa Lakeside Laboratory, where the conference is held, to establish ground rules, select committees needed during the conference, and appoint a nominating committee to nominate persons who would serve as co-chairmen of the conference.

If, in later years, the results of this conference are found to have advanced the thinking in some areas of Educational Media, it should be credited to the hard work and planning of the committee.

Planning Committee making last minute arrangements prior to opening of 16th Okoboji Conference

FIRST GENERAL SESSION

Sunday, August 16, 1970
7:30 p. m.
Presiding: Lee W. Cochran, Chairman, Iowa Committee for Okoboji Conferences

I. Mr. Cochran opened the conference by welcoming all delegates on behalf of The University of Iowa, President Willard L. Boyd, and the 1970 Iowa Committee for Okoboji Conferences.

II. Mr. Cochran explained the Okoboji Process, and indicated the reasons for the success of previous Okoboji Conferences as:

A. The high caliber leadership of the delegates.

B. The unstructured nature of the conference, giving every delegate an opportunity to speak and not just listen.

C. The mandatory ruling that all delegates will study the topic in advance, and write their "concerns relating to the topic" to be printed and distributed at the first day of the meeting.

D. The appointment of a Chairman of Rest and Nit-picking, who can stop any discussion.

E. The friendships which grow during five days of communal living and working with the other delegates.

F. The quiet surroundings which nurture contemplation of important problems.

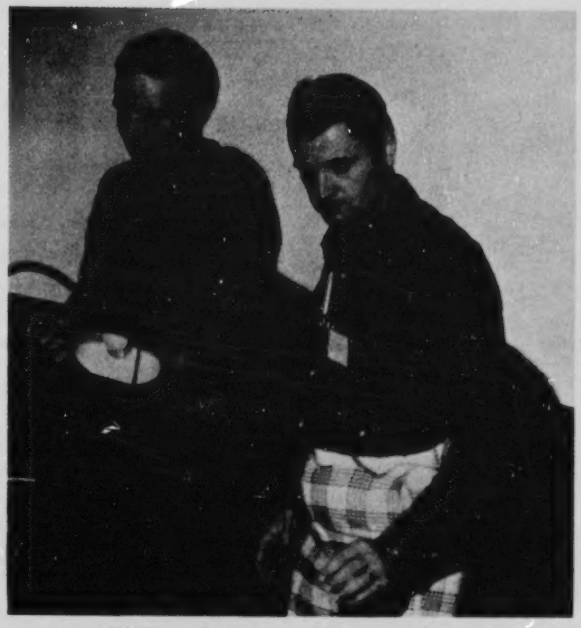
III. A slide-tape presentation on Leadership and Educational Media was presented in closing the first phases of the meeting.

Lee Cochran welcomes delegates at 1st General Session

(First General Session - continued)

IV. Lee W. Cochran presented the gavel to J. Richard Pfund, Chairman of the Planning Committee, who immediately called on William B. Oglesby to introduce the keynote speaker.

V. Following the keynote talk, the delegates were asked to present any questions at that time, since Dr. Ramsey had to leave early the next morning. Many pointed questions were asked and well fielded by the keynoter. (See keynote talk below.)



William Oglesby and Keynoter Ramsey

VI. Lee W. Cochran introduced the members of the Iowa Committee for the 16th Okoboji Conference, and indicated the special assignments of each committee member.

VII. J. Richard Pfund gave some orientation and preparation the delegates should do prior to the opening of the 2nd General Session on Monday morning.

VIII. Adjourned at 10:45 p. m.

* * * * * *

"MEDIA AND THE LEARNER IN THE 70's"
Keynote Address by Dr. Curtis Paul Ramsey
Kent State University, Kent, Ohio

It is a great opportunity to speak at the distinguished Okoboji Forum, the meeting with international significance, the convocation of outstanding audio-visual leadership, combined with the presence of identified young comers who will be leaders in this field in the near future. To know of the subsequent literature spin-off which this conference has produced in a variety of ways presents an opportunity for all of us to rethink and ponder perlexing problems, to reconsider the demanding dilemmas of our times and to rephrase and refocus the theory and philosophy for the guidance of our profession. Well, these are the opportunities as I see them.

The other side of that coin, first though, is the sense of responsibility, the responsibility to look beyond our own immediate problems and concerns. As stated, a copy of a summary of your concerns was provided me, and those

concerns were studied for my preparation. Second, we have the responsibility to stand back and to look afresh, if you will, at the implications of our work in the broader context. We have the responsibility to rededicate our talents to the task of reducing the tyrannical power of ignorance in the lives of the learners in whose name we meet here and in whose name we work.

I have been asked to speak on the topic, "The Media and the Learner in the 70's"; but, unfortunately, a crystal ball was not issued to me along with the invitation to speak. That item was not in the audiovisual closet at the time.

I am going to divide my presentation in several parts. The first part is, "Introduction". Second, "The 60's, Decade of Change--Revolution in our Schools". My third area will be "Present and Immediate Future"; the fourth area, "Near Future"; the fifth area, "Not-so-Distant Future". I will tell you what the last topics are when I get to them.

We live in a world of change. This is a cliche that we all have heard. We live in a world of change whose pace is constantly accelerating. A world of revolutionary change, if you will, because the pace is very fast and wrong decisions may bring disaster for us all. My topic is revolutionary. This used to be a proud word, even a nice word in America. But more recently, some of us have become either ashamed or suspicious of such sentiments. I would suggest to you that revolution is not just a war between the have-nots and the haves. Revolution, to use the dictionary definition, is a complete or marked change of something--the overthrow of the established system or procedure.

Revolution, then, is an attempt to improve or to change to a new and, hopefully better system. Most revolutions, therefore, are based on ideals and philosophy. Of course, in a self-correcting and constantly improving system, revolution is not necessary. An evolving system does not create, by neglect, further grounds for the seeds of revolt.

But revolution is not new to America, nor to its schools. Almost from our beginnings as a nation, we have been revolutionaries. We fought men, - both red and white - nations, entire peoples, and won. We fought weather, a hostile nature, a raw continent and subjugated it, bringing a measure of peace and prosperity never before known until almost a curse of plenty now rages.

We live in a new world. Half of the nations in the United Nations had no identity, no geopolitical integrity, no statehood as late as 1945. Such a basic organic structure as the U. N. organization must seek a new modus vivendi as nations new and old relate to each other in new ways, and learn to resolve problems short of actual political disaster. We live in a time of political upheaval, with hate, frenzy, and frustration in the world at large or here at home. Israel, Kashmir, Tel Aviv, Damascus or Amman, Cairo, Chicago, Detroit, Cleveland, Watts, Kent, or Jackson State, these human turmoils are all merely surface manifestations as tragically serious as they are, of deep

human and inhuman forces at work. New tides and tensions create pressures we in the schools have never before had to face, and all too often, we don't recognize the problem in time to develop reasonable answers. The greatest social revolution of this century, racial desegregation was placed upon the schools, in major part for implementation, as was the great social revolution of the 19th Century: immigrant Americanization, absorption, and integration into the body politic.

Marjorie and I have just come from a week in a school system in Missouri, that we think is experiencing the most violent constellation of revolution that we have seen any school district face. First they are moving from sixteen school districts, some as small as one teacher - one school district, into one school district representing those previous sixteen school districts. The concept of school reorganization is not so new, but it is very dramatic there. Second, in the same year, the system is moving into a total desegregation situation with about 27.5 per cent black, with total desegregation of faculty and student body. Third, they are moving into one of the most innovatively designed new open space school buildings I have ever seen, with (fourth) a concommitant commitment to inaugurate team teaching and non-gradedness. We have worked in lots of systems but this is the first time I have seen four equally dramatic concurrent revolutions underway, all to be attacked and hopefully to be solved the first year.

It is all a question, you see, of priority, a question of ideas, a question of ideals and philosophy. Our battles here and abroad are over ideals and philosophies--principles by which men live, the principles which we advocate, the principles by which we die.

I would discuss with you, briefly, what I see as seven great revolutionary forces abroad in the world, having impact on our society and, by inference, on our schools.

One of these has been characterized by the title, the rising tide of nationalism. So it doesn't have to be a developing nation concept. Others would refer to it as the rising tides of expectation. It can be the rising tide of expectation within our own nation in terms of rising expectations for sharing in the resources of the land. Nationalism then, is what it means to us in terms of rising expectations, the whole issue of the dispersity, disparity with which our economic and social resources are distributed. Our questions now relate to economic and social justice. Questions are raised about the basic human ethics involved, when the blessings of this world are so unequally distributed. The plea now is for justice, equal human justice. All of us share in the flood of rising expectations.

The second revolutionary force is in modes of transportation with change so rapid that transportation becomes an almost-out-of-this-world form of communication. Recently, several of us attended a conference on international telecommunications. Its purpose was to discuss the use of synchronous orbit

satellites as a device for transmitting educational messages and communications. All of the great corporations that have been involved in the space race were there. The question of feasibility didn't really enter into it. The more basic question, the one unfortunately which so many people refused to address themselves to, was the question of what is it we have to say to each other that's important enough to put on an educational satellite and distribute to the nation at large simultaneously? I submit it is not a technological question but rather a curricular question.

The third revolution is in production and manufacture. It is simply the latest phase of an older revolution which we called the Industrial Revolution. But this currently is the revolution in automation or machine control of machine. And then, must we ask perhaps of man as well?

The fourth revolutionary tide is occurring in scientific discovery and measurement, calculation and computation, while a fifth revolution moves forward in medical care and radical treatments. We have more people living longer with more infirmities. We have more dependence in relationship to productive workers than ever before. Some sociologists and economists have counted the ratio of dependence vs. independence that a nation can have and survive. We are very close to that line. A friend of mine had an occasion to call one of the great research laboratories in one of the major hospitals recently that has been involved in this whole issue of radical cares and treatments, heart transplants and things of this sort. The irreverent young nurse who answered the phone in this lab answered the telephone with the greeting "spare parts"! A friend of mine who has suffered long, and nearly always silently, with a serious spine problem is waiting hopefully for the time that he can get a spinal transplant! He is willing to keep the misshapen body he has, if he only can have a spine he can depend upon. Remember that song out of the Wizard of Oz, "If I Only Had A Heart"? Well, this fellow only wants a spine.

The sixth revolution, and the one very close to our own interests constantly in this group, is in new communication devices and procedures.

The seventh revolution is in new applications of energy and in the harnessing and discovery of new sources of energy. But, you may say, these are affecting us all but not the schools so specifically. What is the reference point here? First, I submit that we see all of these social forces at work, these great revolutionary tides and the pressure of any one of them is great. The pressure of all in an interrelated fashion, almost forces us, indeed it does, forces us to consider change. The change has been occurring so rapidly that we have not been able to analyze the consequences of it. Second, we tend to equate change and improvement as synonymous terms, and I submit that is not true. We had a very great project a few years ago. This was one of J. Lloyd Trump's projects with the Secondary School Principal's Association in which, for some time, their project activity was focused on change. Well, I think, it needs to be said to this group, as well as many

other responsible educational groups, that focus should not be on change. We are so accustomed to the new models out of Detroit each year (it is time for a new model this year) and it is time for a new model revelation. We are so used to a new model out of Detroit each year, with a great number of improvements, so much so, that we tend to equate these two terms. Well, I submit, it is not true. There is a lot of change that takes place that may not necessarily be improvement. It is obvious that you can't have improvement without some change taking place, but the reverse of this is not always true.

I would not want, however, to get caught in the fix of the 100 year old gentleman who was being feted on his 100th birthday. Newspaper reporters and photographers had been there and all had made a great big deal of it. One reporter turned and said, "Well, old timer, I suppose you have seen a lot of change in your time". The old gentleman thought about it for a minute then said "Yes, and I was opposed to derned near every bit of it".

We have all heard the phrase "Stop the world, I want to get off". There is no stopping. Someone has suggested a five year moratorium on new inventions, discoveries and design, just to let us consolidate what we already know and understand. Well, it won't happen. That is to say, the rate of change has accelerated to the point that the change itself is revolutionary rather than evolutionary in nature. As we look at the schools we can see some of the implications. Times of revolution are times of unrest and insecurity. We're suspicious of teachers; all of us are together suspiciously wondering. We are wondering about the world's future and whether there is, indeed, a future for any of us.

This is the plea of the young, you see. There is constant attention upon the near disaster of the world. They are living in a time in which there is no knowledge other than of war-time conditions. The constant Damocles sword of nuclear disaster hovers over us all. Indeed, there is reason enough for all of us to worry about the world's future, and whether there is a future for any of us. In such circumstances, it is not unusual at all to try to retreat, to try to seek and yearn for strength and stability, to search for serenity and peace of mind, to look for great eternal truths, answers, protections. But with it all, the revolution and the revolutionary forces move forward, impinge upon us, some obscurely, some obviously but most of them silently and stealthily and with amazing speed. Our schools and the curriculum are affected by all of these revolutionary movements.

We have had revolutions before in the schools. A very major one in the first third of the present century, placed emphasis on the child and upon his world of discovery. It was a reaction against an earlier formality and rigidity, with its focus on content, with little concern for the individual learner. Our revolution of the 30's and early 40's placed new emphasis upon the learner in a new time and in a new context. We have tended to so regard this as the normal condition that we no longer think of it as a revolution. But

it was revolutionary for its time! This revolution which we called in the 30's the child-centered school, developed what we called learner-centered curriculum. It was child-centered. Our focus was on the child.

In the last decade or two, there have been, in addition to those seven revolutionary tides and times that I mentioned, four other great problems of massive magnitude facing the schools, immediately and today. I call these the four horsemen of academic Apocalypse. They are not new to you. You know about all four of them but let's put them in slightly a different context, so we can see the full magnitude of what faces us as we enter the decade of the 70's.

The first of these concerns the state of knowledge. We all know about this. But let's put it in a more dramatic context as it was put by Dr. Robert Oppenheimer when he was testifying before Rep. Edith Green's House Educational Sub-Committee a decade ago. Dr. Oppenheimer said (and I am paraphasing) "Consider if you will the sum total of all humanly acquired knowledge, all of man's intellectual and aesthetic experience, the total residual impact of man's occupancy of this small, brief insignificant planet". Dr. Oppenheimer said, "If you can conceive of the inconceivable--all of this knowledge up to the year 1940; and then conceive the even more awesomely inconceivable--that that 1940 sum total of knowledge acquired through untold eons of human experience, doubled within the space of one decade - 1940-1950." Dr. Oppenheimer was speaking in 1957.

And now, this 1950 total of knowledge doubled again in the space of seven years! He anticipated the continued accumulation of new knowledge on an almost geometric progression, doubling on the order of every seven to ten years, into the foreseeable future. There is no moratorium on knowledge. Dr. Oppenheimer took this a step further and put it in even more personal terms. "Consider", he said, "all of the men and women of science who ever lived--those whose discoveries have since been superseded by more accurate discoveries; those in prescientific-prehistoric times and contemporary date." "Consider", Dr. Oppenheimer said when he was speaking in '57, "that of all the men and women in science who had ever lived, 90% were still alive and making intellectual contributions to mankind, in 1957." In short, in a few generations at best, our fund of knowledge has literally exploded. So the first great horseman of the academic Apocalypse we call the Explosion of Knowledge.

Second, our supply of people has increased. Most of you are well aware of this problem that we have referred to as the Population Explosion. Indeed, some of you are contributing to that problem.

A third impetus for change is in the continued demand for excellence--excellence in teaching, excellence in school services, etc. We have more and better informed patrons of the schools than ever before. When I first began teaching, perhaps you as well, it was not uncommon at all for the youngsters in the elementary grades, say the 6th grade or so, to have already

more accumulated educational experience than did their parents. Whatever we as teachers did for those young people, the parents were extremely grateful for, because it was so much more in terms of opportunity than they themselves had had. Those parents saw education as the key to opening the magic door to a more fruitful existence. Now, it is not uncommon in some communities around the land to find the average accumulated years of educational experience of the patrons actually to exceed that of the school teachers. They are no longer as ill-informed or uninformed as was true of earlier times. They are much more critical of us and, in many ways, more critically informed, not just critical, than ever before. The point is, with these demands for excellence, we are required to teach more, to more, in less time, with greater efficiency than ever before. And we add to that the complications the Russians gave us in October 1957. When they put Sputnik I in orbit--the first man-made satellite around this planet--what I have called the post-Sputnik-syndrome of hysteria swept the land. Then, the United States became concerned for excellence in its schools, for the first time on a national basis, and unfortunately only in reaction to international threat to our technical and scientific ego. We passed, not the Quality Education Bill, nor the Excellence in Teaching Act, but the National Defense Education Act. Now, let's not knock it. It became a precurser to new funds, excellent school services, programs, materials, etc. The Act came at a very strategic time for us. Sputnik made concern for excellence in the schools a national goal for the first time. But it also meant, now, a national spotlight and focus of concern about us and our teaching, which had not existed in the past. The demand for new levels of excellence is something we will have to live with; it is something we never had to cope and contend with before.

The fourth great movement demanding change in the status quo was in interest and the needs of special learners. Let's look quickly and briefly at what has happened here. Up through about 1940 we only concerned ourselves with one kind of special learner need and this was the severely handicapped. We had state residential schools for the blind and the deaf. We had custodial institutions for the severely mentally retarded. And that was about it. We added at about that time, a special concern for orthopedically and physically handicapped youngsters, primarily, through the impetus of the work of the Shriners. By the 1950's, we had added to our bailiwick of concern, interest in the gifted and/or the academically talented. We had serious questions about whether that was really democratic or not, whether it was democratic to provide any kind of specialized instructional program and series of services for youngsters who already seemed to be so well endowed. Then we added, in the late 50's, the concern for the emotionally disturbed. Not all of these issues are fully solved. I am just giving a brief retrospect here.

About the turn of the decade into the 60's, we began to concern ourselves with (anew, since we had concerned ourselves about the poor earlier with the concern for rural education) the culturally deprived. (What an odious term by the way.) There is no such thing as a culturally deprived child, except for that very rare feral animal, with only two recorded cases

in history where a human infant has been reared by the wolves. Except for those two cases, there is no individual who is reared deprived of a culture. And you got this emphasis last year at Okoboji. There may be cultural differences, cultural distinctions, cultural diversities. There may be economic deprivation in terms of my standards and yours, but culturally deprived, no. And then, right on the heels of this impetus coming out of Headstart and other activities, was concern for early education as a formal adjunct to the school's program, with strong national focus of attention and concern.

Look at these seven great revolutionary tides abroad in the world, all of which have an influence on the schools, and now these public expectations and the wide range of learner needs. In short, it can be said we are required to make almost Herculean efforts to mount a massive onslaught to provide excellence in education as never before. You and I around this room have been saying to teachers that we can't use 18th century ideas with 20th century people, to solve 21st century dilemmas. Because that is really the nature of our task. The youngsters in the schools that we are responsible for now will assume majority control of our society in the 21st century. If we are not asking serious questions about whether the experiences that we are providing will have any relevance to a 21st century existence, we are not performing our task. To be succinct, the old status quo won't cut it anymore. The good old days are gone forever, if they ever were that good. We live in a multimedia world, as you and I well know. It is the time of media for the masses; many are suggesting that massive applications of media may be the whole answer to these kinds of problems and concerns. We talk about the multimedia world which teachers say is threatening to engulf them. A high degree of resistance to educational technology has been built up by teachers because they neither understand nor can appreciate, as perhaps we do, the capabilities of the processes and media.

Let's look now at the present and immediate future, then of our field and its implications for the school. This is part three of my outline - "Present and Immediate Future", what I call "media en masse". This is, first of all, the time of mass media - large audiences.

Secondly, this is the time of mass media - one message for all minds. At the present time, program planners and disseminators have no knowledge, or almost literally no knowledge, of the immediate or long-range individual perceptual impact of any given medium application. That is to say, we have a program whose effect we can neither predict nor judge. We are asking for more channels and broader and broader ranges of transmission to send these massive messages. The messages are planned, conceived, and transmitted as if there were one mind out there receiving it.

Thirdly, we could say that this is a time in which media is focused on content. What are we going to present? What subjects? What themes? What series? What audiences? These questions are usually asked in the

grossest characteristic form, when they are asked at all. What is the audience for this particular program? Media are now planned in packages, and we see the emergence, the continuing emergence of teacher goof-proof packages.

Fourthly, let's look at the present role of the audiovisual specialist. "A", he occupies one of the lowest rungs in the ladder-like academic heirarchy. "B", he is considered to be a tube twister. Like the ball bouncers, it is notoriously known that these are the intellectual light-weights of the school system. Our services and advice are sought only on the routine matters such as, where to get a power extension cord. Or, what to do with a three-prong plug in a two-prong receptacle. On matters of substance, we are tuned out or shunted aside. We are routinely relegated to the reservation of relative insignificance. "C", we spend our time struggling with Marion, the librarian, over who will be the waste paper basket monitor. We are regarded as an important instructional process such as the sewer system; that is, seen by many as necessary but not nice. Our role is without adequate definition.

But what are the emergent directions of the present? Well, I see a renewed emphasis on perception almost at the moment, a totally virgin field of research and application. We need emphasis on learning styles. Indeed, many are only discovering for the first time that there may be differing learning styles. I see it as a time of creative and original thought on the communication theory and its relationship to media and to message design. Fourth, I see it as a stage in which the media are characterized as media mania, or a psychedelic fantazmagoria. Possibly you can call it audiovisual tripping. Well, that's the present.

What do I see for the "Near Future"? I see multiple-level mediated instruction; that is, the recognition that there is more than one intellectual level, more than one learning style. You might call it instructional multiplexing. It will be a time of highly specialized and highly individualized efforts, for individual effects on individual students, known by names and/or characteristics. It will be a time when the instructional experience will be highly diagnostic in terms of the individual learner, and thus the instructional process will be highly specific. I see the near future as being a time of increasing sophistication of instructional packaging with photo service throw away applications.

I see the near future as a time of diminution of the importance of the school as a place for learning. With the schools, by whatever definition, becoming more a source of programing (as in the nature of our space efforts, with the Apollo Space Control Center concept in Houston, but with the activity actually more than world-wide.) I see it as a time of micro-miniaturization of materials and playback and presentation facilities. It will be a time of research in learning styles, as distinguished from teaching styles.

We have tended to talk about the teaching-learning process as a hyphenated phenomen, but singular. I submit that they are entirely distinct. You are well

aware of your own experience, that it is possible to learn some things of which there has been no planned teaching. Some of our curriculum specialists refer to it as the unplanned curriculum or the hidden curriculum, but it is more than that. We learn as a result of our own interplay with the environment, with no teacher, however you may define the term, having planned an educational experience. So I submit to you, my friends, it is possible to learn in the absence of teaching, but the reverse is not true. It is impossible to teach in the absence of learning. I don't know what you would call the exercise. If there isn't any learning going on, there isn't any teaching going on either.

I see the near future as the time for the development, coming out of measurement and evaluation concepts, of intellectual increments. How much in a given span of time, at a given level of intensity? Our friends in the programing field really sold us a bill of goods when they talked about programed instruction as being a way to individualize instruction. They said that each youngster could proceed through the material at his own pace; and therefore, it was highly individualized. Horsefeathers! It was one level of intellectual content and the steps, (and these were totally without incremental definition) --the steps were the same. Now let's take it out of the realm of programing for a moment, and just talk about steps from the architectual standpoint. (Pardon the pun), we'll consider them in concrete terms. You have been around places where you have a very short riser, only three or four inches, then a tread which is two and one-half or three feet wide. Some persons gallop along and others mince along. But the point is, don't step. I defy you to find a person whose stride matches those steps! This is what I am asking for: materials programed into intellectual steps that will match the intellectual strides of learners. Some people can gallop intellectually and take gigantic strides, while others must take more mincing-type steps. There is no evidence of research activity going on that I am aware of which really attempts to define or identify what an appropriate intellectual step is. We do not have a measurement frame of reference in which to place intellectual increments!

I see the near future as a time of coordination of innovation proposals with in-service education of teachers; here has been the shoal on which most innovation has run aground. You know, there was nothing very wrong with the core curriculum, except it did not work. And it was dammed and indicted because teachers were not ready for it. Well, there isn't any teacher education institution that has been issued a crystal ball either. Nobody can know what the future will hold. No pre-service preparation program, therefore, adequately can prepare you for the future that hasn't been invented yet. So I submit, any innovation to succeed must contain within its basic plan the program for in-service education and development of teachers to utilize it more effectively.

There must be a recognition of the essential interrelationships between innovation and in-service education. Indeed, instructional media innovation would be begun as a function of curricular analysis. That is, media as an

answer to deliberately posed and studied problems, rather than as at the present time, where all too often, the media solution has been touted long before a problem has been identified. As someone said in regard to media innovation recently, "You know, it's a great answer to a question which has not yet been asked." It is a time when we see the acceptance of Educational Communications Experts as necessary, even essential, members of instructional teams.

My fifth category is called "The Not-So-Distant-Future," or "Through an Oscilloscope Darkly." The not-so-distant future will be a time of learning needs diagnosis by computer. It will be a kind of psycho-cybernetic-medico-encephalic analysis. (I'll go back and explain some of that in a minute.) There will be more complete delineation of what we now refer to as extra-sensory perception and other presently identified psychic phenomena and adaptations of these to control communication and instruction. Work is going on in England and in the United States with the electroencephalogram out of the medical field, as a potential device in instruction.

At the present time this field is in a fairly primitive state. The researchers have been able to identify, through the use of the encephalogram, certain characteristic brain waves which appear when an individual is looking at certain colors. They can now identify, if you will, the thought, as an electrical phenomenon, of some color sensory expressions. Now the significance of this to me is, that if this is an electrical phenomenon which can be read out, then, the electrical phenomenon is ultimately reversible and can be placed in. This is what I mean by a psycho-cybernetic-medico-encephalic application.

The not-so-distant-future will have at its disposal micro-miniaturization and compactness of data bank storage that will be instantaneous, world-wide, even space-wide, with instantaneous call-up capabilities and retrieval. It will be a time of personal computers and/or terminals as ubiquitous as the transistor radio now.

The not-so-distant-future will be a time of applications of the concept of accountability, not only to teachers, but to media producers and coordinators as well. That is to say, accountability in the sense of not only providing that there is a demonstrably good effect to the applications of the media, but the converse, that there are legal liability responsibilities in the application of unsavory, unacceptable media perpetrations. Some are beginning to speak of television now as a new form of air pollution. May there not be forms of intellectual profanity, manifestations of pedagogical pornography?

The future will provide a new emphasis upon the individual with at least three dimensions: That individual differences in ability, interests, aspirations, achievement and rates of growth will continue to expand, will be more widely acknowledged, accepted, and provided for in the instructional scheme.

(Ramsey's keynote address continued)

Second, there will be, correspondingly, greater individual student responsibility for learning and for growth in the skills of intellectual inquiry, greater individual student responsibility. And consequently, third, more individual study, research, reflection, and creative endeavor.

My sixth part of the remarks--sixth and final: I call it Technological Territoriality. Perhaps you have been reading in recent months and years of what is now the current fad (in terms of "new" discovery) of man's territoriality instincts, preservation of one's turf. I see this concept along several dimensions in the technological field. First of all, I see a head-on clash with curriculum authorities on the nature of media content and thus, on media-curricular control. This is what we call basically the dissemination function. Second, I see a final jurisdictional dispute with the librarian, if I can use that term in a general way now, over the whole issue of information storage and retrieval functions. And third, I see in both these battles (the dissemination function battle with the curriculum authorities, and the information storage and retrieval battle with the librarians) that we subsequently will lose both battles, forcing upon us yet another agonizing reappraisal of who we are, what we are about, and how we may proceed with it.

Fourth, with the future delineation of this science, even the mystique of message design in educational communications processes, we will develop and derive functions which neither the librarians nor the teachers are competent to perform. So that finally, fifth, a new professional identity will emerge. It will be a unique and essential function which will be called for and delivered. The man in the iron mask finally will reveal himself and a new honest, defensible self will emerge.

I see no future as a waste basket monitor. I see no future in simply being responsible for the custodial control of the machines - by whatever definition. I see an absolutely unique function in instructional message design, in the educational communications process, at which, neither the librarian, by whatever title, nor the teacher or curriculum specialist, as presently defined, is capable or appears to be moving in the direction of becoming capable.

This is the new self that I see. And I will not weep over losing the battle for the waste basket monitorship. I will not weep over losing the battle for content control. I will be enthusiastic at the new self revealed. The old, frequently, have abused the young by extended pejorative admonition on what the young should do (usually, what the elders failed to accomplish.) We could do no better, Okobojians, in conclusion than to quote Polonius' remarks to Laertes, as the young man was embarking upon a long and apparently dangerous journey: "This above all--to thine own self be true, and it must follow, as the night the day, thou canst not then be false to any man."

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SECOND GENERAL SESSION

Monday, August 17, 1970
8:00 a. m.
Presiding: Chairman, J. Richard Pfund

I. Bibliographies listing the references available to the delegates at the Iowa Lakeside Laboratory were distributed.

II. All delegates introduced themselves and briefly gave their positions and responsibilities. The humorous antics and witty repartee gave evidence of a lively group, foretelling a conference with no dull moments.

III. Recorder, Lida Cochran requested all delegates who were changing addresses to be sure to get them to the recorders prior to leaving.

IV. Chairman Pfund briefly reviewed the activities of the Planning Committee during the past year in preparing for this conference. He also reviewed the several different ways delegates can be selected for the Okoboji Conference.

V. The Nominating Committee reported their nominations for Co-chairmen of the 1970 Okoboji Conference. Members of the committee were Harold Hill, Gordon Tubbs, and William Oglesby. Four delegates were nominated as possible co-chairmen and a ballot election was held. The two delegates selected as co-chairmen for 1970 were:

Lewis Saks and Charles Vento

VI. Other committees appointed by the Planning Committee were announced by Pfund:

A. Resolutions Committee: Richard Nibeck, Chairman; Howard Johnson, Recorder; Frank J. Manzi, Dale Montgomery, C. Dan Echols, and Mayo Huisman.

B. Social Committee: William Oglesby, Chairman; Richard Hubbard, David Little, Sharon Owen, and James Tully.

C. Blabbermouth Committee: Leone Lake, Chairman and Editor; and one person from each of the discussion groups to be appointed later.

D. Chairman of Rest and Nit-picking: Joseph Giorgio

E. Conference Summarizer: Edward L. Anderson

F. Summary Report Recorders: Mildred Lavin and Lida M. Cochran (Iowa Committee)

(Second General Session - continued)

G. Audio Recorder: John Bullard

H. Photography: James A. Kent and Marvin Lavin (Iowa Committee)

I. Chairman Emeritus of Okoboji Conferences: John R. Hedges, (Iowa Committee)

J. Chairman of Housing: Robert A. Long (Iowa Committee)

K. Chairman of Transportation and Meeting Rooms: David Little (Iowa Committee)

L. Artist and Transparency Production: Donald Lacock (Iowa Committee)

M. In Charge of Office: Ann Clark, Conference Secretary and Treasurer, assisted by Carolyn Smith, Nell Hedges, and Mary Lacock.

N. Chairman Pfund announced that the Planning Committee would serve during the conference as a Steering Committee.

VII. Coffee break at 9:30 a. m.

VIII. Reconvened at 10:00 a. m. Planning Committee Chairman Pfund presented the Okoboji Gavel to the co-chairmen, Lewis Saks and Charles Vento, and also the Gavel for the Chairman of Rest and Nit-picking to Joseph Giorgio.

Lewis Saks and Charles Vento receive Okoboji Gavel from Planning Committee Chairman Pfund

Chairman presiding: Lewis Saks

IX. The group held a general discussion of the topic, considering possible sub-topics for small group study. Approximately twenty-one possible sub-topics were listed and discussed. Prior to adjourning for lunch, the Chair appointed an Ad-Hoc Committee of Phil Carlock, Chairman; Arthur Suchesk, Fred Harcleroad, and Violet Wagener to study the numerous suggestions and bring back a recommendation for final consideration by all delegates.

X. Adjourned at 11:45 a. m.

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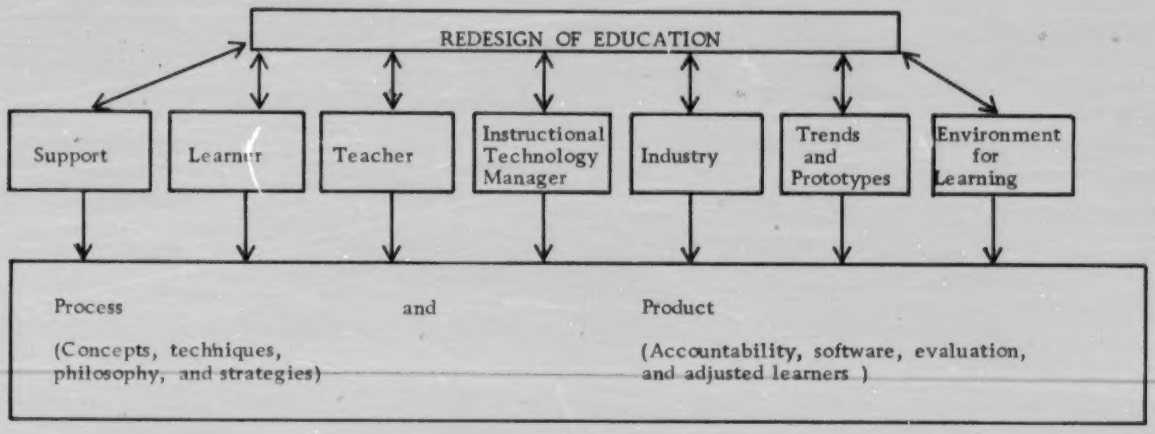
THIRD GENERAL SESSION

Monday, August 17, 1970
1:00 p. m.
Presiding: Charles Vento

I. Phil Carlock reported the recommendations of the Ad-Hoc Committee which were diagramed:



The suggestion was that seven groups be organized to discuss the umbrella topic - Redesign of Education, focusing on one of the sub-topics listed. Each of the seven groups would include both "Process" and "Product" in their deliberations.

Several delegates refused to be so structured. They organized an eighth group labeled the "Uncola Group" until the end of the conference when their report was given the title, "Related Concerns of Redesign."

II. The eight discussion groups were assigned temporary chairmen. They agreed to develop a statement about their topic, amplifying the meaning of the words and phrases listed under each.

A. Support: Temporary Chairman, Lewis Saks. Money, time, parents, climate for learning.

B. Learner: Temporary Chairman, Sister Hutcheson. Humanistic curriculum, media toward independence, toward more pleasant experiences, student input, self-conceptualization, social forces on the learner.

(Third General Session continued)

C. Teacher: Temporary Chairman, Philip Carlock. Director of learning, preparation of teacher, teacher in-service, teacher role in the 70's (career, 12 months) responsibility - accountability - evaluation, media knowledge, and influence on professional organizations.

D. Instructional Technology: Temporary Chairman, Arthur Suchesk. Definition, process - training, individualized instruction - systems approach, relationship to total team, duties, predictions.

E. Industry: Temporary Chairman, Gordon Tubbs. Competitive systems, in general, support, grants, sponsorship, training programs, street academics, supplier of products, provide service and workshops, continuing education; industry retrains for second two jobs in lifetime.

F. Trends and Prototypes: Temporary Chairman, Lee Campion. Rationale for redesign; must look at - society, people, educational systems, and the role of the field of educational technology. Trends and Prototypes; case study ideas, develop forms for collection of data. Redesign effort - How do we begin? Constant evaluation of efforts.

G. Environment for Learner: Temporary Chairman, Violet Wagener. Identify learner population, list of parameters, mediated school, modify today's schools.

H. Uncola Group: Declined to be structured and chose to remain as "synthesizers" and "sensitizers" of the general topic.

III. One hour was allotted for small group discussion of the recommended sub-topics.

IV. Each of the temporary chairmen gave a brief report summarizing their discussions. General satisfaction was expressed as to the workability of the topics as organized. Three of the groups were very small, however, and were given three options: 1. Recruit more members; 2. Join another group; 3. Continue as a small committee.

V. It was proposed that the remaining time before dinner be spent in small group discussion. Each group was asked to elect a permanent chairman, a recorder, a reporter for the Blabbermouth, and a reporter for the Resolutions Committee.

VI. Adjourned Third General Session at 3:45 p. m. Small group discussions started immediately.

FOURTH GENERAL SESSION

Monday, August 17, 1970
7:30 p. m.
Presiding: Lewis Saks

I. The small committees had joined other groups, so that now there were five groups. The permanent chairmen made progress reports:

   A. Learners and their Environment: Carl Lang

   B. Instructional Technology: Arthur Suchesk

   C. Teacher group: Phil Carlock

   D. Trends and Prototypes: Lee Campion

   E. Uncola: Robert Heinich

II. At 8:00 p. m. the Fourth General Session adjourned for small discussion groups to continue their deliberations.

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FIFTH GENERAL SESSION

Tuesday, August 18, 1970
8:00 a. m.
Presiding: Charles Vento

I. Lewis Saks presented a filmstrip of the DAVI Convention in Detroit that was held in the spring of 1970.

II. A. C. Riddle reported on Educational Public School Performance Contracting he was acquainted with in Texas, with emphasis on the Texarkana Project where students were awarded prizes of green stamps, portable radios, etc. for good work. After lessons were completed, students could listen to pop music and play games. There was less vandalism, lower dropout rate, and students were better groomed. (For further information see School Management, August 1970, pgs. 8-10. "Performance Contracting: How it works in Texarkana.")

III. Lowell Thompson said he would be available to meet with small groups to describe "New School" in North Dakota. He had brought slides, film, and reprints of a Readers Digest article to help describe their experimental program.

(Fifth General Session continued)

IV. A short discussion followed to agree on definition of terms to be used in the reports.

V. At 8:30 a.m., the meeting adjourned until 3:00 p.m. for small group discussion.

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SIXTH GENERAL SESSION

Tuesday, August 18, 1970
3:00 p.m.
Presiding: Lewis Saks

I. The five discussion groups presented their first reports. The reports were discussed and suggestions made for revision. A particularly helpful item was a diagram of an unstructured structure presented to the uncola committee.

II. At 4:45 p.m. the Sixth General Session adjourned.

Tuesday evening:

No meetings, since the Planning Committee had declared this night as Recreational Evening. Some delegates went for a boat trip around Lake Okoboji while others attended a summer theatre "Cactus Flower." Dinner on Tuesday evening was the traditional "Corn Eating Contest" held each year at this conference. Erling Dale, Oslo, Norway, won the contest, and was awarded the badge of "Sweetcorn King" to wear the remainder of the conference.

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SEVENTH GENERAL SESSION

Wednesday, August 19, 1970
8:00 a.m.
Presiding: Lewis Saks

I. A short meeting was held for announcements. The Co-Chairmen recommended that the first draft of the written reports should be available by 4:00 o'clock that afternoon and distributed for study over the dinner hour.

II. Adjourned at 8:30 a.m. to work in small discussion groups.

EIGHTH GENERAL SESSION

Wednesday, August 19, 1970
8:00 p. m.
Presiding: Charles Vento

I. Since the reports had been distributed and read prior to the general session, it was recommended that each group have ten minutes for oral explanations and corrections, followed by a 20 minute period for questions and discussion. Such a time limitation proved unworkable. During discussion it became clear that information scheduled for presentation by the AECT officers and staff on Thursday morning was needed to help resolve differences of opinion regarding wording of the reports.

II. It was moved and seconded, "To suspend discussion of the reports and invite the AECT officers to give their report now." Motion carried.

III. Lee Campion and Richard Nibeck accepted the invitation to give the part of their report pertaining to the term under discussion, "unified media center." It was explained that the AECT membership objects to the Standards as published jointly by AASL and AECT. Revision proposals are being prepared which will place more emphasis on process mediated services, instead of product oriented services.

IV. There was a long discussion of the problems created by the terms, "media specialist", "media generalist", "unified media center", and the concomitant problems of preparation and certification.

V. At 11:30 p. m. the motion to adjourn carried.

* * * * * *

NINTH GENERAL SESSION

Thursday, August 20, 1970
8:10 a. m.
Presiding: Lewis Saks

I. Discussion of the group reports was continued.

II. Following the group reports, the AECT Report of Activities was continued.

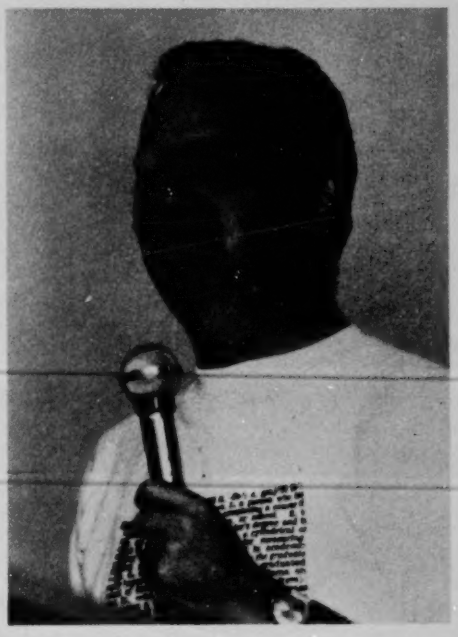
A. Lee Campion, Past President of DAVI, discussed the redesign of roles reflected in the name change from DAVI to AECT.

(Ninth General Session continued)

B. He introduced Lee W. Cochran to discuss the newly formed AECT Committee on Leadership approved by the old DAVI Board at the Detroit meeting in the spring of 1970. Mr. Cochran reported that two committees had been formed: one on Leadership in Educational Media - Research and Action, to be chaired by Elwood D. Miller, Michigan State University; and a second committee for Leadership Fund Raising, to be chaired by Francis Noel, Sacramento, California. A short magnetic tape report from Dr. Noel was played to explain the purpose of the Leadership Fund as expanding the "Okoboji Process" to many other regions and states in an effort to develop much needed leadership in the educational media field.

C. Richard Nibeck, Washington, D. C. Office of AECT, reported briefly on personnel changes in the office, and publication plans for AECT in the near future.

D. William B. Oglesby, member of the Executive Committee of AECT, visualized some of the recent developments. He described the Affiliate Relations program including the Affiliate Presidents Workshop to be held in Washington, D. C. in October. He further reported there were 11,200 members of AECT plus 12,000 subscribers to Audiovisual Instruction magazine. He also described the new membership fee program explaining the possibility of getting a 3-year membership at a reduced rate.



Richard Nibeck, Washington, D.C. Office of AECT

E. Lee Campion reported on a new Awards Program for AECT to be handled by an Awards Committee.

III. Adjourned to discussion groups to finish reports.

* * * * * *

TENTH GENERAL SESSION

Thursday, August 20, 1970
8:00 p. m.
Presiding: Lewis Saks

I. Joseph Giorgio moved and it was seconded to retitle the conference theme to "Redesign of Education: Media and the Learner in the 70's." Discussed and carried.

(Tenth General Session continued)

II. The Resolutions Committee presented its report. It is as follows:

RESOLUTIONS COMMITTEE
REPORT

1. Be it resolved that the assembled delegates of the 16th Lake Okoboji Educational Media Leadership Conference:

   ...extend to Lee and Lida Cochran its sincerest gratitude for their continuing interest, support and outstanding leadership in making Okoboji the most unique and professional experience of our collective lives.

2. Be it resolved that we extend our appreciation to President Willard Boyd of the State University of Iowa, Robert Ray, Dean, Division of Extension and University Services, and the staff of the Iowa Lakeside Laboratory for their outstanding support of this conference.

3. Be it resolved that we extend our gratitude to the members of the Iowa Committee for their tireless attention and dedication to the many tasks so ably performed in our behalf.

4. Be it resolved that we extend our appreciation to Richard Pfund and Committee Members, Sister Sigrid Hutcheson, Richard Gilkey, Charlie Roberts, Gordon Tubbs, Charles Vento, the Planning Committee, and to the conference Co-Chairmen, Lewis Saks and Charles Vento for a job well done.

5. Be it resolved that we commend Curtis Ramsey for broadening our horizons and pointing the way with his outstanding keynote address.

6. Be it resolved that we offer our appreciation and continuing support to the Board of Directors of the Association for Educational Communications and Technology for its continuing interest and participation in this conference and our new sense of direction and dedication as reflected by the Association's new name.

7. Be it resolved that we recommend to the Board of Directors of AECT that a study be undertaken by AECT to develop guidelines on the issue of the impact of negotiation of teacher contracts to determine how they will effect technologically based instruction.

8. Be it resolved that we recommend to AECT that dialogue begin with appropriate agencies to explore the feasibility of, and develop guidelines with long-range salary gains by Instructional Technologists based on increased educational productivity through the effective application of media design and media materials.

(Resolutions Committee Report continued)

9. Be it resolved that we recommend to AECT Board of Directors that they lend full support to the recommendations of the Commission on Instructional Technology (McMurrin Report) for the establishment and funding of the National Institute of Instructional Technology.

10. Be it resolved that we dedicate ourselves to the continuing process of integrating value judgments of the learner as he relates to the design of media and the redesign of our educational system.

11. Be it resolved that we, as delegates to this conference, dedicate ourselves to the leadership development plan and its personal commitment to the EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY LEADERSHIP DEVELOPMENT FUND as recommended by the Noel-Cochran Report.

12. Be it resolved that we will dedicate ourselves to the continuing re-examination of the issues and conclusions generated by this conference in terms of our own professional accountability, recognizing that this conference is the beginning and not the end of the challenge of the 70's.

COMMITTEE MEMBERS:

Richard Nibeck, Chairman
Howard Johnson, Recorder
C. Dan Echols
Mayo Huisman
Frank J. Manzi
Dale Montgomery

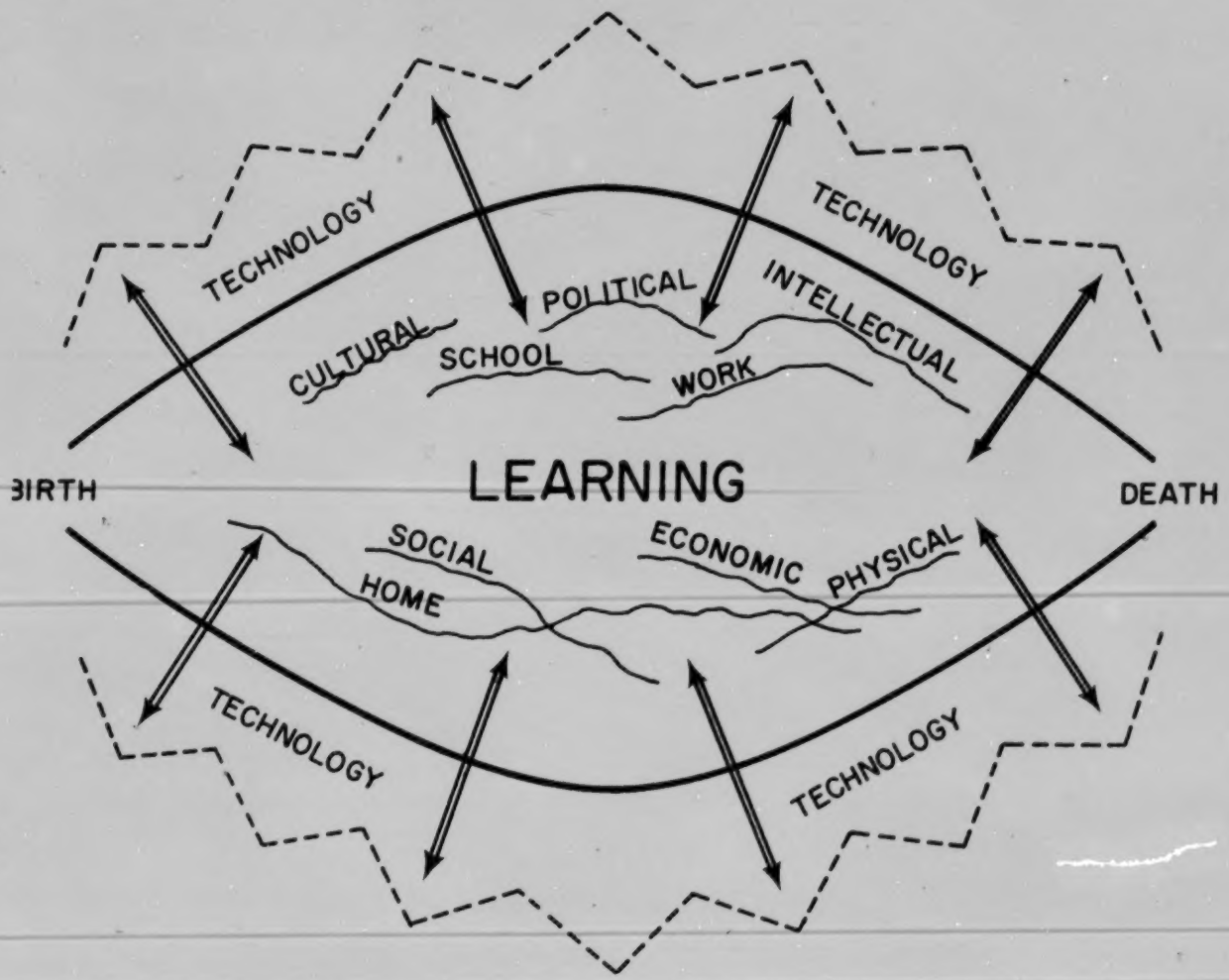
* * * * * *

Tenth General Session continued

IV. The five (5) discussion group reports were presented and accepted as follows: (Note: The reports were not given in numerical sequence, but for uniformity are reported in numerical order.)

FINAL STUDY COMMITTEE REPORTS AS REVISED:

(See next page)

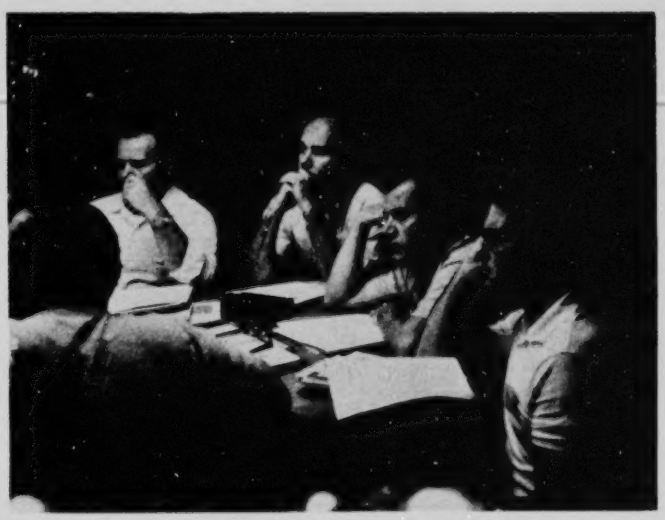


LEARNERS AND THEIR ENVIRONMENTS

REPORT OF STUDY COMMITTEE, GROUP I:

LEARNERS AND THEIR ENVIRONMENTS

I. INTRODUCTION



Part of Study Group I - l. to r.: Coon, Chairman Lang, Huisman, and Rohr

There is a spider-like web of interrelationships that can be called a learning ecology. The design and use of media in the 70's depends upon man's awareness of the various environments in which learners live and learn. Accurate reflection of these changing environments in the redesign of curriculum and media will improve learning. There is a time delay between the moment that a practical solution to an educational problem is recognized and the subsequent time that its solution is accomplished. This delay is always too long. It is sometimes easier to move a graveyard than to move a new idea that will change education, goes the old saw. Marshall McLuhan talks about man's desire to maintain the status quo, rejecting progress. He believes man lives in the past--in "Bonanza Land", from the TV show of the same name. He says that man shapes ideals from the life that existed in a previous era. McLuhan uses the symbol of the rear view mirror. That mirror reflects only the past as man tries to look ahead.

The demand of today is to look at the environment and to recognize waste, pollution, and neglect that could destroy the nation. Today the youth culture and large segments of the adult society are demanding that our institutions become responsive to social, economic, and cultural needs that now exist.

The rear view mirror must be discarded. Schools, learning centers, and other educational environments must be concerned with current needs of today's learners. They should be shaping learning experiences that are close to the reality of the environment. Educational needs now are being defined in terms of today. The solutions shaped must be initiated now.

II. DEFINITIONS OF TERMS

A. Learners: All people, all ages

B. Accurate reflection: Incorporated with thoughtfulness on an ever-changing basis
C. Necessary perception: Willingness to examine and be aware of detail

III. NECESSARY PERCEPTION OF THE LEARNING ENVIRONMENT

Communication technology is woven into the fabric of society. The technology controls, persuades and seduces in all aspects of existence. The fantastic power generated by this communications bombardment forces questionable living patterns upon society--that may or may not be in our best interest! The society of tomorrow will need a population of individuals who are responsible, creative and productive. Education must insure their presence. Political, social, economic and physical environmental characteristics demand new styles in education. The operation of formal and informal learning environments needs to become increasingly interdependent and complementary. Education needs to accelerate its inclusion of changing factors of a rapidly changing society. Media and technology can bring environmental awareness into teacher education and teacher-learner relationships.

Just as scientists and engineers have changed and are changing our world far beyond the wildest futuristic dreams of individuals, education must be constantly changed and augmented and must prepare the learner for change. It may well be that the test of an educated person in the future may be his ability to adapt to change.

Many people believe that education was once the province of educators, but now there is no sector of our society that does not have a vital interest in what can be taught, to whom, how and when.

IV. NEW RELATIONSHIPS

Media and curriculum constitute a tightly woven matrix, a spider web of interrelationships. These new mediated learning experiences must be able to stand alone and be available to the learner in a variety of environments, in a variety of formats, to meet a variety of needs. This will become the curriculum.

As the curriculum with a heavy emphasis on the diagnostic and prescriptive functions moves toward a learner centered concept it will result in more relevant learning. To provide relevant learning experiences the educator devises and applies instructional treatments seeking improved results. One strategy is to seek "the best method of instruction." But pupils differ and the search for superior methods must be supplemented by a variety of ways of adapting instruction to the individual.

A good deal of intuitive and personal adaptation, guided by the teacher's experience and impressions of the child, takes place in the classroom. The task of the research is to formulate more precisely the ways and places in which instruction can be varied to fit pupil aptitudes.

This report sets out, then, to provide a partial list of learner aptitudes and to clarify possible variables. These and other variables need future investigation to establish reliable criteria for design of mediated learning and systems packages and places.

Cronbach's definition of aptitude relates to "any characteristics of the individual that increases or impairs his probability of success in a given treatment." A systematic exploration of the learner characteristics presents an extremely complex picture. Characteristics can be classified as, learning styles, aspirations, capabilities and communicativeness. Learning styles should be considered as fluid and individual. For example, they could be explored in terms of various combinations of characteristics ranging from:

abstract, visual - to - experience only
structured------- to -------unstructured
concentrate, saturation, intensive----to---fragmented

Aspirations might include aspects of how the learner sees himself and his future in the society of the 70's.

Capabilities generally referring to what he is and may be are included under such headings as: intellectual characteristics such as mental ability and achievement; physical characteristics such as developmental aspects; social characteristics such as socio-economic status, values, social structures; emotional characteristics such as personality, motivation, attitudes, temperament, or interest.

Communicativeness asks the question, "Who is he?" and may be examined in terms of the factors of how will the society of 70's see his ethnic factors, maturity, age and sex.

If all these characteristics are taken into consideration in developing education for learners of the 70's, then it could be said that his education would be truly individualized, personalized, and humanized.

Thus conceived, learning processes link directly to instruction and show that instructional practice must reflect serious consideration of the learner's environment. Relevant learning environments must be established within the school setting and we must be ready to assist in the development of other learning environments that are remote from the school.

(Report of Study Committee, Group I continued)

We perceive that a variety of learning-teaching situations will grow and will be staffed with professional, para-professional and volunteers outside of the school jurisdiction. The design, use and distribution of media should be planned for these people as well as those changed uses in the formal school as we know it now.

Examples of the environments for learning where the newly designed and mediated curriculum can be implemented.

1. Home environment
   a. Correspondence courses - programed text
   b. Television - commercial, public broadcasting, cable television, educational television, responder systems
   c. Videorecording and playback systems
   d. Audio systems
   e. Take-home media packages
   f. Dial access, telephone, videophone
   g. Radio - A. M., F. M. responder
   h. Computer terminal
2. During transportation process
   a. Audio-visual equipped vehicle
   b. Personal miniaturized equipment
3. In community learning stations
   a. Libraries - museums
   b. Social agencies, YMCA, day camps, summer camps
   c. Hospital, nursing
   d. Leisure and recreation centers
   e. Vocational occupation centers
   f. Street and store front academy
   g. Corrective and rehabilitation centers
4. Within business and industry
   a. Pre-job
   b. On the job
   c. Career, retraining
   d. Cooperative work/study programs

IV. CONCLUSION

We recommend that serious attention be given to all the learning environments and the over-arching set of values in which the learner finds himself. Incorporation of these in media curriculum design will help the instructional system to achieve the desired end-improved learning. Professional educators must be concerned with the development, financing, and evaluation of the new learning situations.

(Report of Study Committee, Group I continued)

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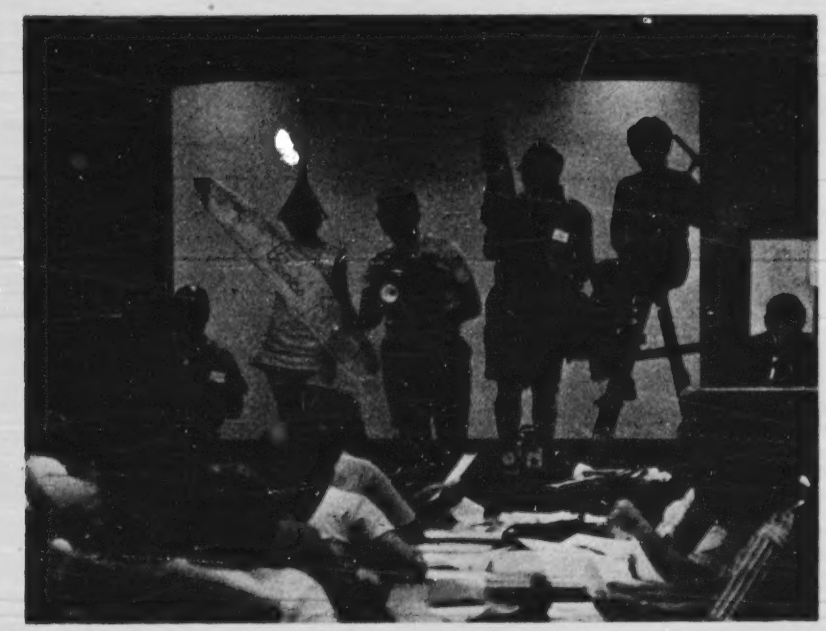
COMMITTEE MEMBERS:

Carl Lang, Chairman
Sister Sigrid Hutcheson, Recorder
Nile Coon
Mayo Huisman
Charles Hunger
Roger Kueter
Arthur Lalime
John Melchior
Ted Rohr
Gordon Tubbs
Violet Wagener

* * * * * *

REPORT OF STUDY COMMITTEE, GROUP II:

THE ROLE AND FUNCTIONS OF THE INSTRUCTIONAL TECHNOLOGIST IN THE 70'S



Study Group II - Visualize their report

I. INTRODUCTION

Instructional Technology can be defined in two ways. In its more familiar sense, it means the media born of the communications revolution which can be used for instructional purposes alongside the teacher, textbook and chalkboard. Devices and materials such as films, projectors, recorders, telecommunication systems, computers, and so forth are essential elements in educational programs.

> The second and less familiar definition of instructional technology goes beyond any particular medium or device. In this sense, instructional technology is more than the sum of its parts. It is a systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication, and employing a combination of human and nonhuman resources to bring about more effective instruction. The widespread acceptance and application of this broad definition belongs to the future. Though only a limited number of institutions have attempted to design instruction using such a systematic,

> comprehensive approach, there is reason to believe that this approach holds the key to the contribution that technology can make to the advancement of education[1].

In the 1970's, the Instructional Technologist will become the person responsible for the application of Instructional Technology in all phases of instructional programs. Therefore he will serve in many roles and on various levels of responsibility and have specific educational qualifications. In this report we recognize and enumerate these various roles in each of six operational areas.

Why are the applications of Instructional Technology essential to education? These are recognized benefits:[2]

1. Technology can make education more productive.
2. Technology can make education more individual.
3. Technology can make instruction more powerful.
4. Technology can give instruction a more scientific base.
5. Technology can make learning more immediate.
6. Technology can make access to education more equal.
7. Technology can make education more humanistic.

One of the new key roles for the Instructional Technologist is involvement in the "process" for planning instructional programs. The purpose of this report is to examine the present and emerging roles and functions of the Instructional Technologist in relation to personnel serving educational programs.

Recognizing that the role of the traditional teacher is changing in the 70's, a foreseeable direction emerging for some teachers will be specialize as a subject matter specialist, functioning in the design phase. Others, who have presentation skills will focus on the utilization phases, while others will develop specialization in learner-management and diagnostics. The role of the Instructional Technologist is to assist and support these personnel and activities.

II. SYSTEMS ANALYSIS PROCESS

The emerging role of the Instructional Technologist in the function of instructional systems analysis process may be defined as the individual who has prime responsibility to direct, coordinate, execute and cause the realization of an instructional design end product.

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[1] Commission on Instructional Technology. To Improve Learning, Washington, D. C.: U. S. Government Printing Office, 1970, p. 19.

[2] Ibid. Items one through six.

The process technique deals with organization of the design requirements for a program. Here we find the Instructional Technologist working with a team defining and developing terminal performance objectives, flow charts, and other basic curriculum determinators. (Reference Fig. 1, Steps 1-13)

Employing Subject Matter Experts (SME) Learning Psychologists, students and others as required (Reference Fig. 1, Steps 14-A to 14C), the curriculum, program strategies and methodology decisions are defined. The first end product is a series of documents that represent a master blueprint for the program. This input serves as the reference for implementation on the tactical level. (Production, Implementation, etc.)

The relationship of the Instructional Technologist to the systems analysis process is displayed in flow chart (Figure 1). During the encoding design process (Fig. 1, Steps 1-16), the Instructional Technologist guides the development of the design requirements and strategies. The end product is a script/storyboard or curriculum set.

During the production process (Steps 17-18) the Instructional Technologist translates the design specifications into tangible media formats and products. In the learner management process (Steps 19-22), the Instructional Technologist, as a part of the total team, assists the Manager/Teacher in the individualized learning process.

Instructional Design is a basic plan for application of the process of Instructional Technology. The Instructional Technologist as an Instructional Designer takes leadership in applying the plan in designing instructional programs in conjunction with teachers, students, and others that form a planning team. One model of an instructional design phase is displayed in Figure 2.[3]

In an attempt to conceptualize the field of Instructional Technology and the role of the Instructional Technologist, we have developed a matrix (Fig. 3) to show the relationship of the various operational areas, shown on the vertical dimension, and the relevant factors as shown on the horizontal dimensions.

The Instructional Technologist may be a generalist with a working knowledge of several functional roles, or, a specialist who has expertise in a specific area.

Operational Areas:

A. Administration - the management of instruction and associated activities.

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[3] Kemp, Jerrold E. Instructional Design (Draft), February 1, 1970.

B. Research and Theory - the conceptualization and analysis of instructional theory, philosophy, processes and methods.

C. Instructional Design - the process of designing systems, models and instructional materials.

D. Production - the process of translating design specifications into instructional materials.

E. Support Services and Supply - the total process of logistics and maintenance support.

F. Utilization - the interface of media systems with the teacher and the learner.

The matrix may be employed to:

A. Describe the functions assigned to each operational area.

B. Describe representative functional titles (not necessarily displayed in hierarchical order). Refer to Figure 10. "Organizational Chart for Instructional Technology" shows a recommended staffing pattern. We recommend that the Instructional Technologist/Administrator should sit in management council and participate actively in management decisions.

C. Describe activities that are currently common in the conventional instructional programs. (This column is emphasized by dotted lines in the matrices.)

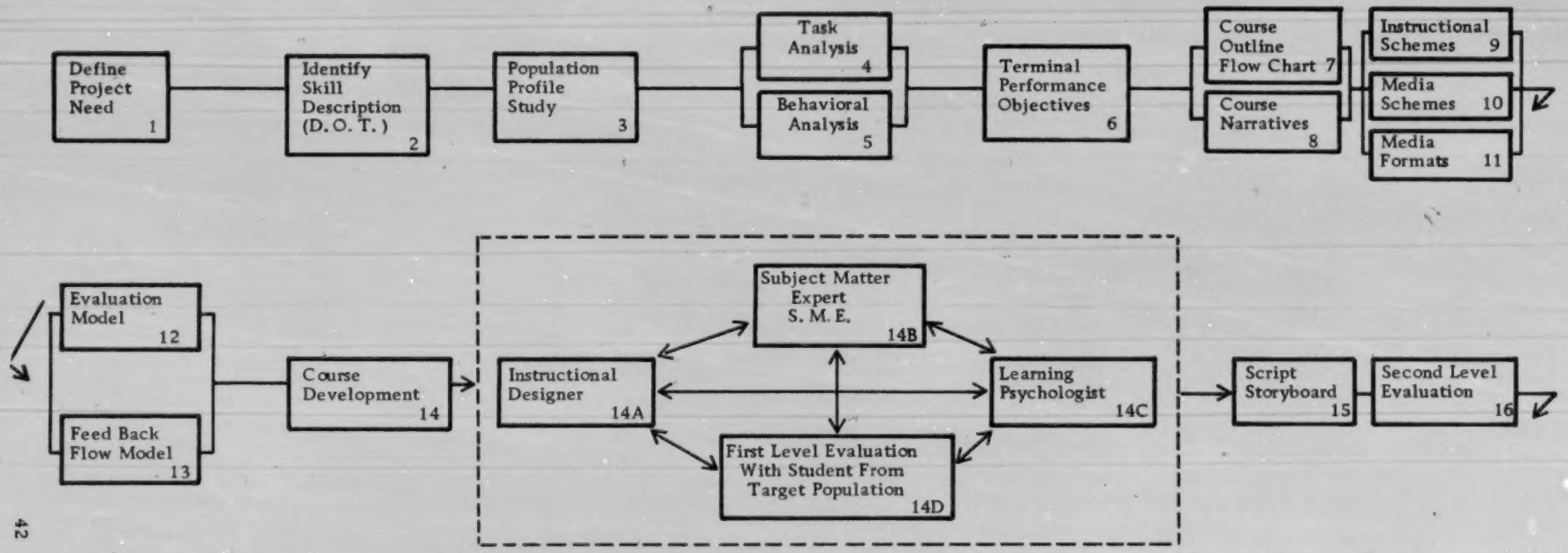
D. Describe the new activities that are assigned to the Instructional Technologist in the emerging instructional systems.

E. Describe the required knowledge and skills and expertise needed for performance.

F. Describe appropriate disciplines from which necessary knowledge and skills may be drawn.

G. Describe tangible products produced by the functions.

Detailed analyses of the various operational areas are displayed in Figures 4 through 9.


Define Project Need 1
Identify Skill Description (D. O. T.) 2
Population Profile Study 3
Task Analysis 4
Behavioral Analysis 5
Terminal Performance Objectives 6
Course Outline Flow Chart 7
Course Narratives 8
Instructional Schemes 9
Media Schemes 10
Media Formats 11
Evaluation Model 12
Feed Back Flow Model 13
Course Development 14
Subject Matter Expert S. M. E. 14B
Instructional Designer 14A
Learning Psychologist 14C
First Level Evaluation With Student From Target Population 14D
Script Storyboard 15
Second Level Evaluation 16
Steps 1-16 = Design Encoding Process
Steps 17-18 = Production Process
Steps 19-21 = Learner Management Process
Production 17
Activity Scheduling Cost Control 18
Implementation Model 19
Teacher - Manager 20
Learner Management 21
Transmission Management 22
To Feed Back Loop

AN EXAMPLE OF A WORKING SYSTEMS ANALYSIS PROCESS MODEL
FIGURE 1

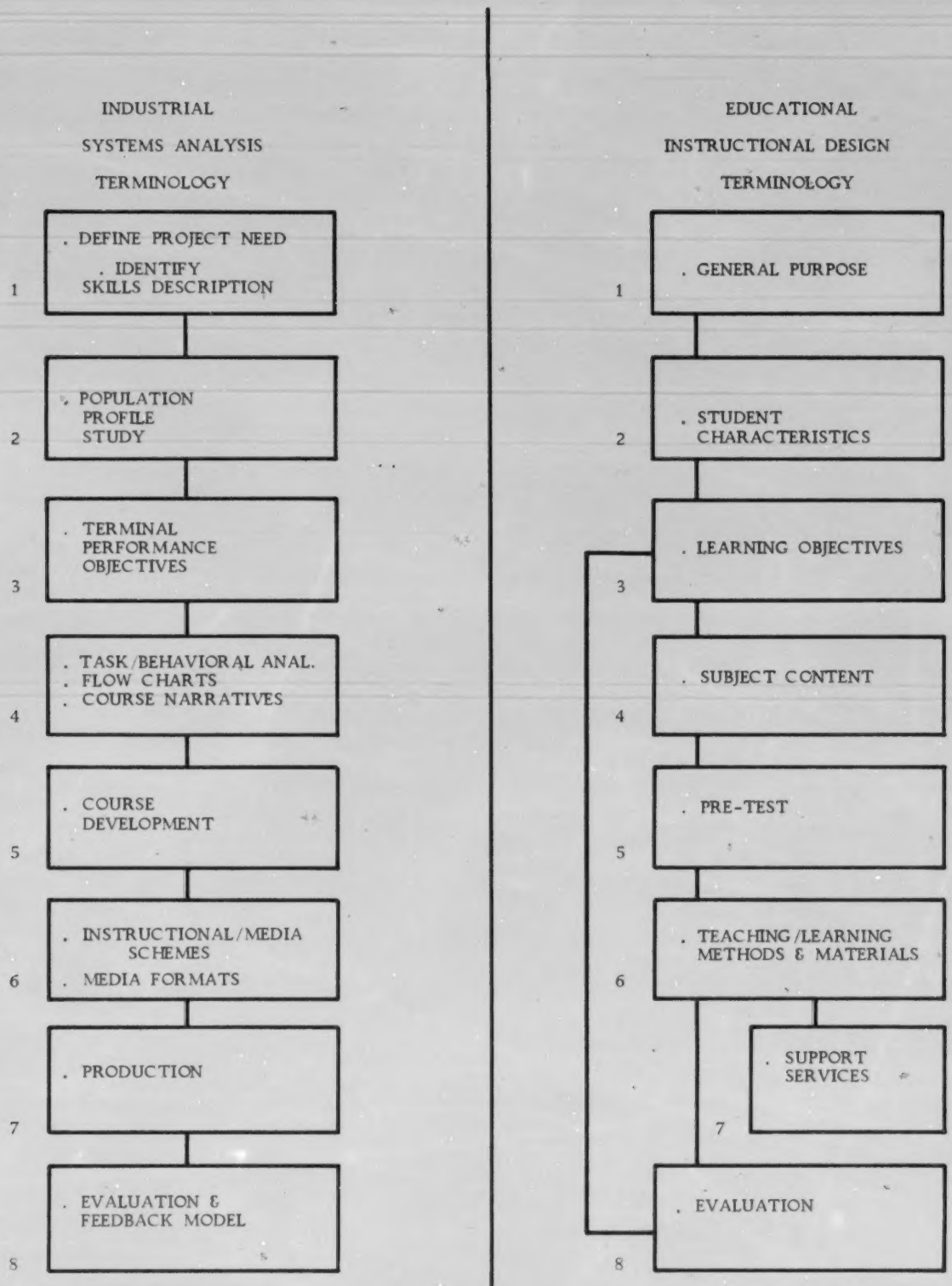

INDUSTRIAL
SYSTEMS ANALYSIS
TERMINOLOGY
1
. DEFINE PROJECT NEED
. IDENTIFY SKILLS DESCRIPTION
2
. POPULATION PROFILE STUDY
3
. TERMINAL PERFORMANCE OBJECTIVES
4
. TASK/BEHAVIORAL ANAL.
. FLOW CHARTS
. COURSE NARRATIVES
5
. COURSE DEVELOPMENT
6
. INSTRUCTIONAL/MEDIA SCHEMES
. MEDIA FORMATS
7
. PRODUCTION
8
. EVALUATION & FEEDBACK MODEL
EDUCATIONAL
INSTRUCTIONAL DESIGN
TERMINOLOGY
1
. GENERAL PURPOSE
2
. STUDENT CHARACTERISTICS
3
. LEARNING OBJECTIVES
4
. SUBJECT CONTENT
5
. PRE-TEST
6
. TEACHING/LEARNING METHODS & MATERIALS
7
. SUPPORT SERVICES
8
. EVALUATION

FIGURE 2

(Report of Study Committee, Group II continued)

III. GLOSSARY OF TERMS

A. Aide: Assists teachers and others on the staff, with semi-instructional and housekeeping tasks, such as the routine preparation of materials, supervision of laboratory and student group activities, working in the instructional materials center (the library) to handle and distribute materials and equipment, provide remedial or special assistance to students, administering and correcting tests; may be parents, college students, or even high school students interested in teaching as a vocation.

B. Instructional Designer: A new position in instructional technology; person broadly oriented in educational philosophy, in learning psychology, and in instructional methods; experienced with the instructional design plan; knowledgeable about teaching/learning patterns and instructional resources of all types; can guide the planning process, work with all personnel, and coordinate with administrators on budget and other requirements; supervises scheduled completion of programs and relationship of all elements; assists in evaluating try-outs and checks success of implementation.

C. Instructional System: A complex consisting of the following components: Learner(s) and a combination of instructor(s), material(s), machine(s), and technician(s), given certain inputs and designed to carry out a prescribed set of operations. This set of operations is devised, ordered and revised through feedback according to the most recent and pertinent evidence from research and expert opinion, such that the probability of attaining the output, specified behavioral changes in the components is maximal.

D. Media Librarian: Has a broad view of instructional materials; suggests instructional materials for teaching/learning activities is responsible for locating requested materials; provides services for the usé of a variety of instructional materials.

E. System Analysis: An orderly process for making decisions.

F. Technicians: A trained person with special skills who supports and prepares the instructional materials; packages items for use; installs and maintains equipment and materials for teacher and student use.

G. Terminal Performance Objective: A statement defining observable performance specifications.

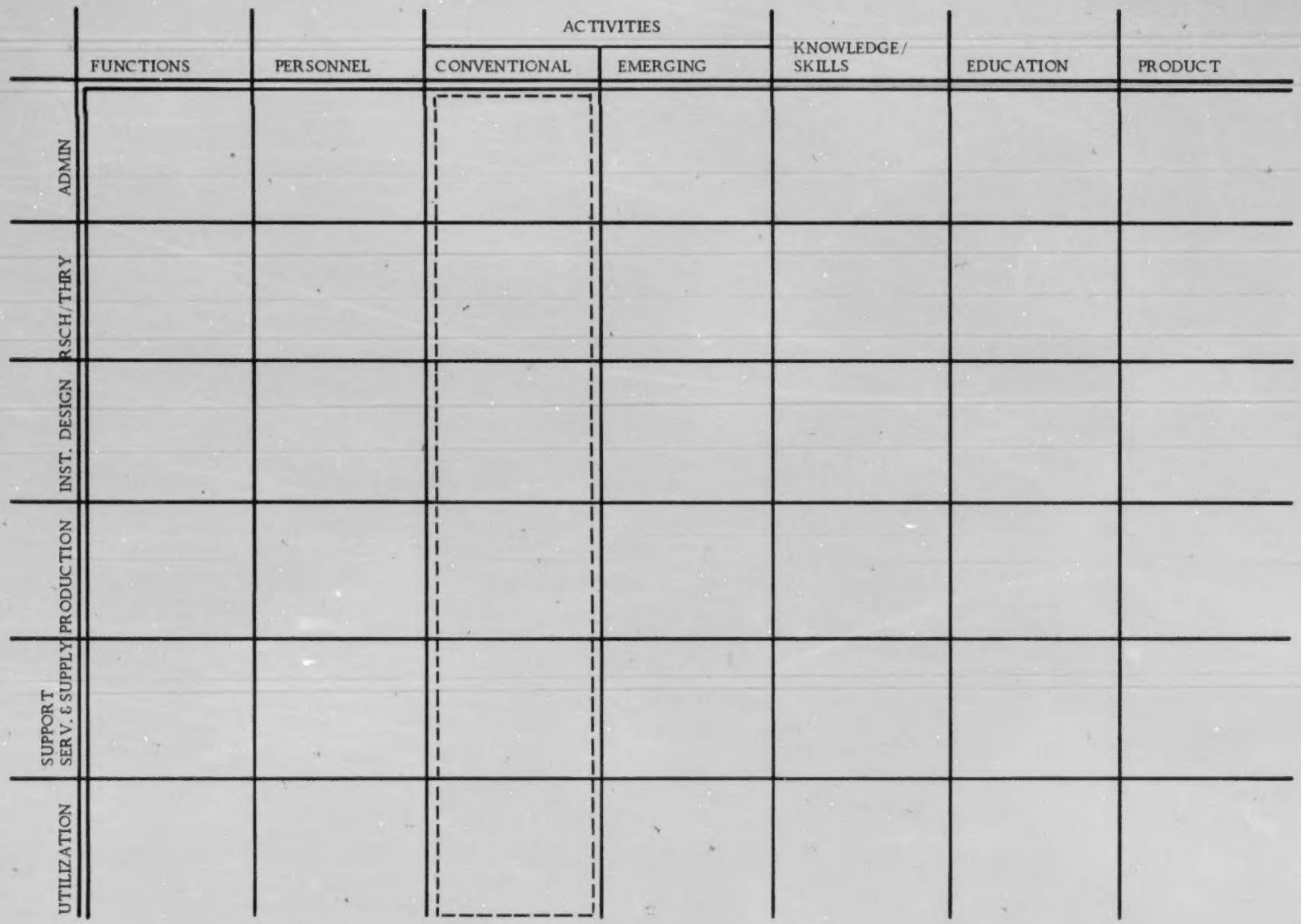

FUNCTIONS
PERSONNEL
ACTIVITIES
CONVENTIONAL
EMERGING
KNOWLEDGE/ SKILLS
EDUCATION
PRODUCT
ADMIN
RSCH/THRY
INST. DESIGN
PRODUCTION
SUPPORT SERV. & SUPPLY
UTILIZATION

FIGURE 3

FUNCTION	PERSONNEL	ACTIVITIES		KNOWLEDGE/ SKILLS	EDUCATION	PRODUCT
		CONVENTIONAL	EMERGING			
Organizational management Personnel management Public relations In-service education	Dean Director Manager Supervisor Coordinator	Operational strategy Implementing schedules Acquisition/ assignment/ supervision Personnel Workshops/ courses Information dissemination	Operational strategy for group and individual learning Implementing schedules Member of Executive Committee (Adm. council) Acquisition/ assignment/ supervision Personnel assignment of development team Workshops/ courses Information dissemination	Management systems: Accountability Cost control/ Budgets/finance Long and short term planning Public relations Leadership Working knowledge of design, production, support and supply, research, utilization and functions	Business education, and media administration Programs, planning, and budgeting systems "Accountability"	Reports Budgets Proposals Operating specifications Projected plans Project initiation

FIGURE 4

FUNCTION	PERSONNEL	ACTIVITIES		KNOWLEDGE/ SKILLS	EDUCATION	PRODUCT	
		CONVENTIONAL	EMERGING				
Investigate and provide evidence of educational value of the elements of instructional technology (in isolation and/or in combinations)	Instructional Technologist/ Researcher Learning Psychologist Research Assistant Technician	Traditional Approach (Old vs. new method) Performed by outsiders Produce inconclusive and non generalizable research Fail to disseminate results Fail to employ results	Research built into systems design Examples of need: Appropriateness of media to instructional tasks Relate media to learning styles Influence of mediated environments on students Etc. Disseminate research results Develop and extend theory from research results and hypotheses	Knowledge of theoretical bases of field Be able to locate and interpret research Knowledge of areas needing research Be able to acquire support (financial, administrative, etc.) Research design Statistical techniques	Learning, perception and communication theory Research design Statistics Broad background in the field of instructional technology	Valid research evidence Useful empirical evidence Efficient dissemination system	RESEARCH/THEORY

FIGURE 5

FUNCTION	PERSONNEL	ACTIVITIES: CONVENTIONAL	ACTIVITIES: EMERGING	KNOWLEDGE/ SKILLS	EDUCATION	PRODUCT
Systems modeling and specifications	Instructional designer Teacher/ subject matter expert Learning theorist Learning psychologist Systems analyst Evaluator	Consulting services Peripheral team support	Systems analysis Manager of instructional development team	Analytical skills Educational strategies Media strategies Model strategies Human factors Communication skills	Logic/ philosophy Educational psychology/ curriculum/ philosophy Perting/ modeling/ gaming Media research/ technology -psychology -sociology -anthropology Language Arts -presentation -perception -persuasion	Terminal performance objectives Student analysis Task and behavioral analysis Flow charts Content analysis Instructional strategies and resource decisions Evaluation Feedback Models and instruments

INSTRUCTIONAL DESIGN

FIGURE 6

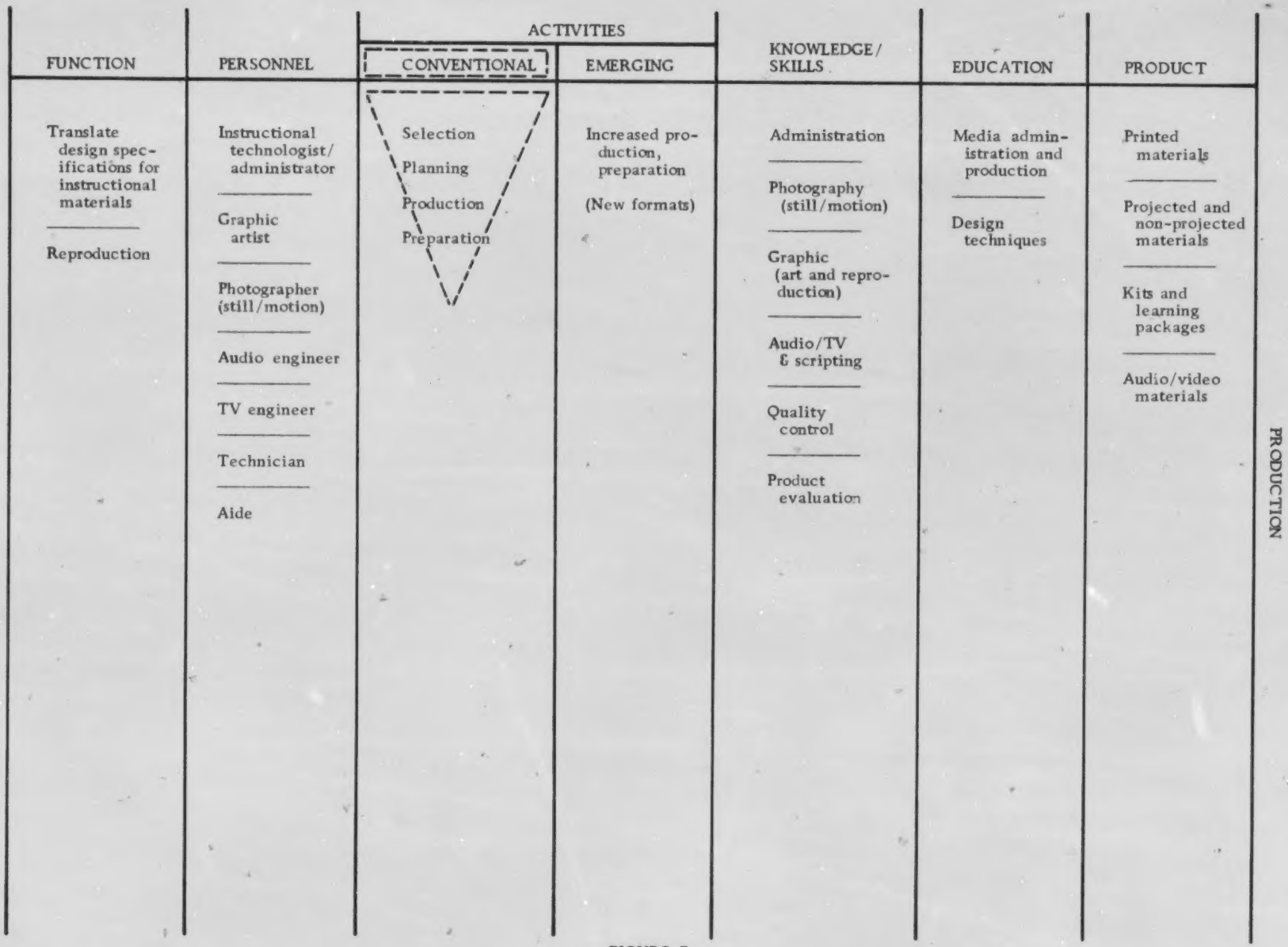

ACTIVITIES
FUNCTION
PERSONNEL
CONVENTIONAL
EMERGING
KNOWLEDGE/ SKILLS
EDUCATION
PRODUCT
Translate design specifications for instructional materials
Reproduction
Instructional technologist/ administrator
Graphic artist
Photographer (still/motion)
Audio engineer
TV engineer
Technician
Aide
Selection
Planning
Production
Preparation
Increased production, preparation
(New formats)
Administration
Photography (still/motion)
Graphic (art and reproduction)
Audio/TV & scripting
Quality control
Product evaluation
Media administration and production
Design techniques
Printed materials
Projected and non-projected materials
Kits and learning packages
Audio/video materials
PRODUCTION

FIGURE 7

FUNCTION	PERSONNEL	ACTIVITIES		KNOWLEDGE/ SKILLS	EDUCATION	PRODUCT
		CONVENTIONAL	EMERGING			
Logistics maintenance	IT/administrator	Materials library	Providing for group and individual instruction (new formats)	Cataloging and classification	Library science	Accessibility
	Media librarian	Equipment pool		Storage and retrieval	Computer science	Functional learning facilities and devices
	Computer programmer	Installation	Electronic/ computer/ instrumentation	Electronics	Electronics	
	Technician	Maintenance		Computer	Architecture	Supply flow
	Aide	Selection and acquisition	Facility design		Equipment operation	
		Facility design	Comprehensive resource center			

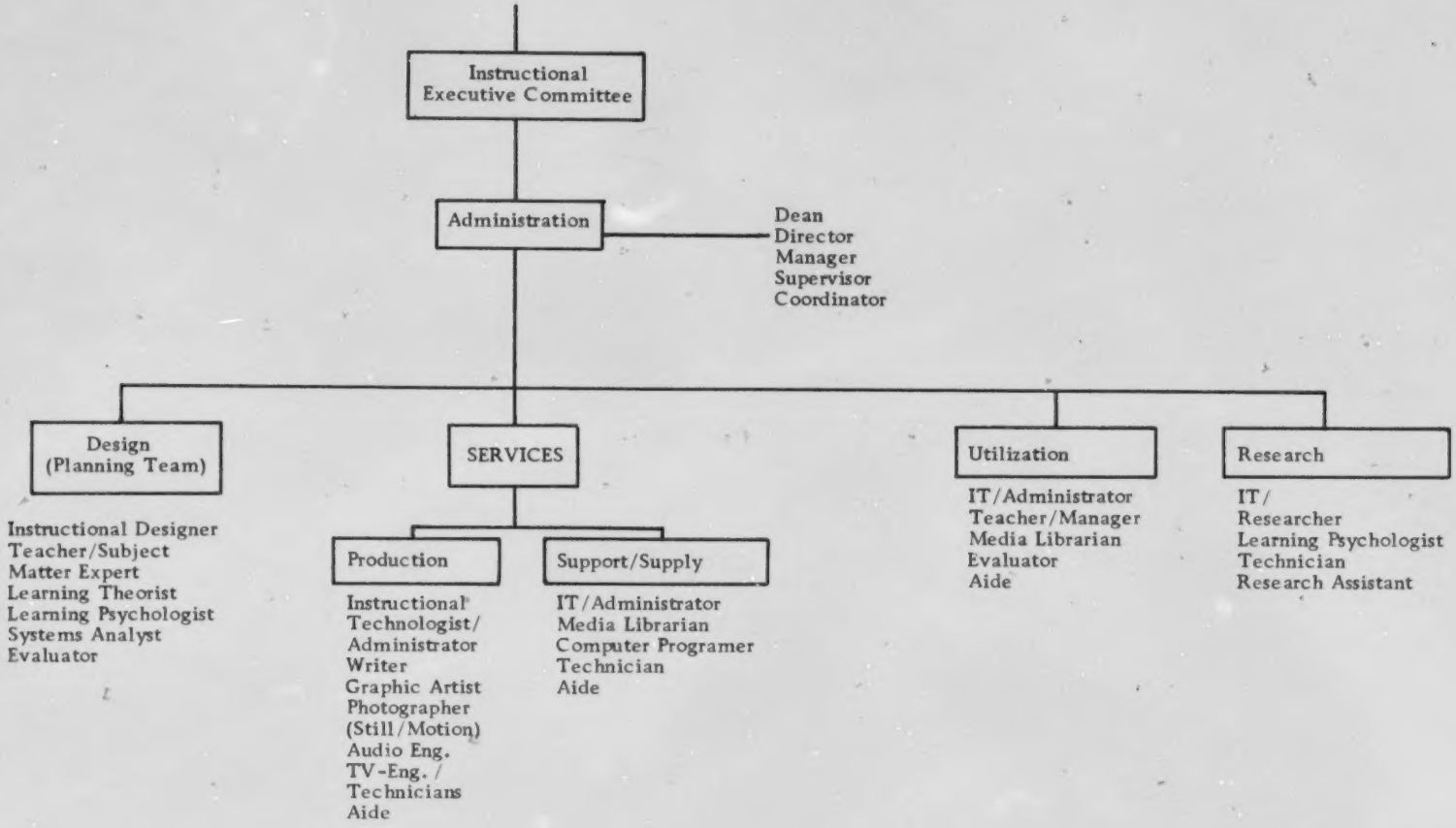
SUPPORT SERVICES AND SUPPLY

FIGURE 8

FUNCTION	PERSONNEL	ACTIVITIES		KNOWLEDGE/ SKILLS	EDUCATION	PRODUCT
		CONVENTIONAL	EMERGING			
Implementation/ management of media systems in instruction Evaluation/ feedback	Instructional technologist/ Administrator Teacher/ manager of learning Media librarian Aide Evaluator	Lesson planning and classroom presentation Conferences with students Testing and evaluation	Manager of utilization Assignment of students to appropriate media/ systems with necessary preparation and guidance Instructional quality control	Diagnostic/ analytical skills Educational strategies and techniques Human factors Communication skills	Logic/ philosophy Educational psychology/ curriculum/ philosophy Media technology -Psychology -Sociology -Anthropology Language arts -Presentation -Perception -Persuasion	Learner who achieves the skills, attitudes and information as indicated in terminal performance objectives.

UTILIZATION

FIGURE 9



ORGANIZATIONAL CHART FOR INSTRUCTIONAL TECHNOLOGY

FIGURE 10

(Report of Study Committee, Group II continued)

IV. CONCLUSION

The Committee for the Instructional Technologist concludes that on the basis of emerging technological trends and developments, it is readily apparent that the Instructional Technologist's roles and functions must move from the conventional posture of consulting services and peripheral team support to an expanded position of leadership in the development of instructional design and the learner management process.

This indeed is a challenge for the 70's!

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CURRICULUM
STUDENT/
LEARNING COUNTERPART
MEDIA
TEACHER/
DIRECTOR OF LEARNING
LEARNER

REPORT OF STUDY COMMITTEE, GROUP III:

REDESIGN OF EDUCATION

THE TEACHER/DIRECTOR OF LEARNING

I. INTRODUCTION

The 70's indicate a new and dynamic role for the teacher/director of learning. The problem now exists that the teachers in the field are more oriented to approach education in a traditional role which was acceptable in the previous decade. The 70's clearly indicate that the pace and amount of learning necessary in the complex society of tomorrow will require a new image geared to handle more effectively - with the positive assistance of media - both himself and his learning counterpart, the student. This would enable the student to emerge a well-structured entity - stable, knowledgeable and armed with both cognitive and affective abilities adequate to equip him to live in the exciting but pressure-filled society of the 70's.

In order to equip this new teacher/director of learning, we feel that specific steps can be taken to more adequately prepare him to face the challenge of the 70's with confidence.

Study Group III - Chairman
Philip Carlock

We propose to first define this new individual as stated below:

The teacher/director of learning of the 70's will be a knowledgeable individual scientifically and sociologically structured to function in a complex society. He will be properly educated in: media, content/methodology, curriculum, systems, sociology, and psychology. It is also imperative that he possess two important ingredients--empathy and common sense. The individual, as part of a comprehensive learning unit, will be a change agent and will be able to function within a systems. (See Figure 1 on following page) He will be sufficiently competent to recognize success or failure based on behavioral objectives and terminal goals. These will be identified through examination and evaluation of the system. Accountability for success or failure will be established.

In summary the teacher/director of learning will be a sophisticated, intelligent, scientific humanist.

Secondly, we will, in the continuing body of this report, propose specific approaches to aid and assist in the redesigning of education process.

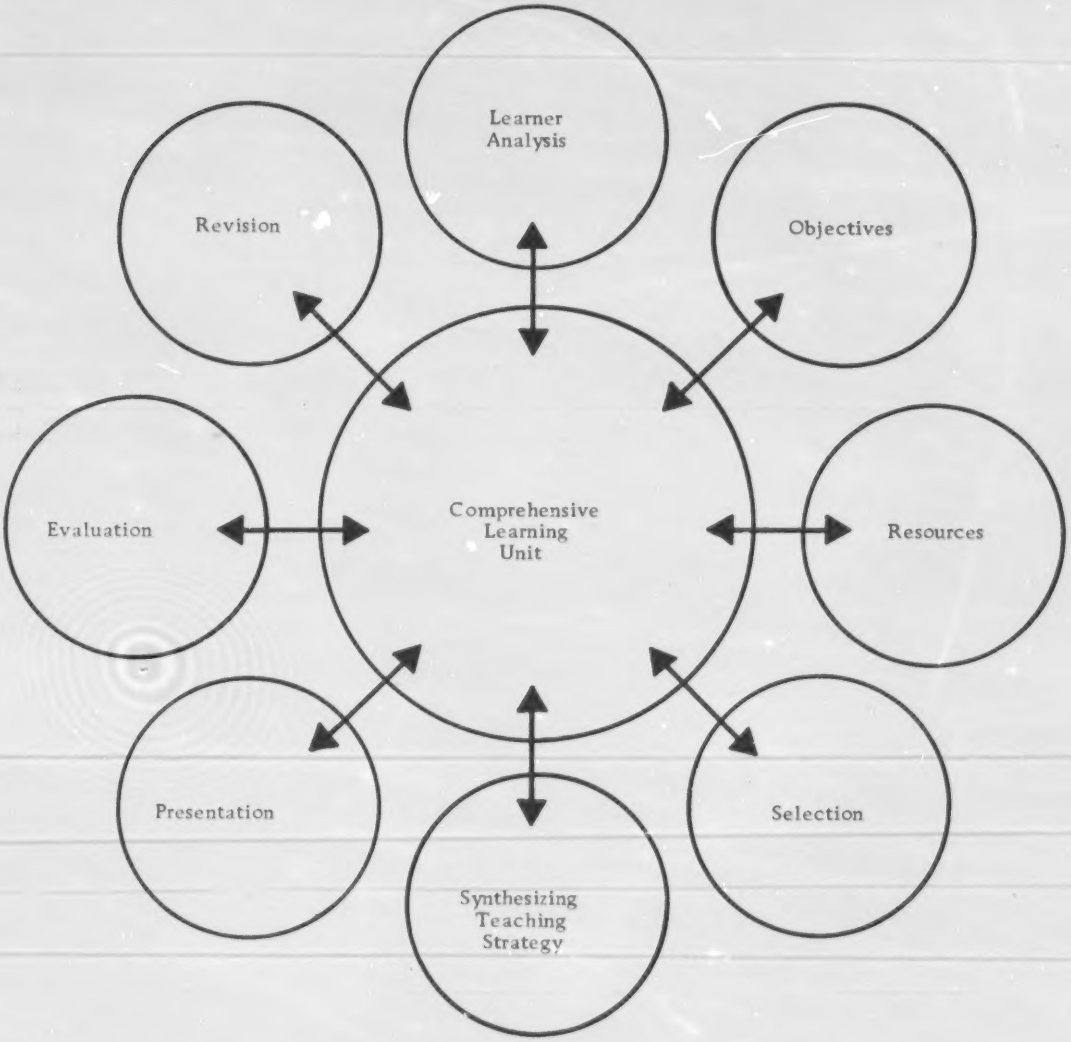

FIGURE 1
Ingredients of educational planning (systems related)

II. GLOSSARY OF TERMS

A. Comprehensive Learning Unit: The unit will include all individuals, professional and non-professional, accountable for the total education of the student. It might include such individuals as the learner, content expert, media specialist, educational communication director, guidance counselor, psychologist, program specialist, and/or others.

(Report of Study Committee, Group III continued)

B. Evaluation: Utilization of pre-determined forms of evaluation for student-teacher-media (e.g., oral, written, post-test, procedure, performance).

C. Learner Analysis: All specific measurement of the potential learning capacity of the individual student.

D. Objectives: Goals based on educational taxonomy--behavioral and terminal.

E. Presentation: Methodology of presentation (e.g., teacher, media, grouping and/or individual).

F. Resources: All instructional equipment, materials, and techniques applicable to learning objectives.

G. Revision: Analysis of process--revision and/or improvement as identified.

H. Selection: Decision made to purchase or produce items applicable to learning objectives.

I. Synthesizing Teaching Strategy: Ordering the presentation in the most effective manner to reach objectives and goals.

III. ANALYSIS OF NEED

A. Trends

In light of the revolutionary forces at work in our changing world (e.g., population explosion, knowledge explosion, demand for excellence, learner needs) a closer look must be taken at teacher education, both pre-service and in-service. Too long we have concerned ourselves primarily with two elements of the total learning process--cognitive and psychomotor. It is time to address ourselves to the development of the necessary media as it pertains to the affective domain.

It is our obligation to help develop media to meet these demands. More creative uses of media must stimulate the students in their quest for ways to cope with and to meet the increased challenges of the foreseeable future.

We feel it imperative that pre-service students have in-depth mediated experiences with students earlier in their education than is traditionally found in institutions of higher learning.

(Report of Study Committee, Group III continued)

B. Pre-service/In-service

1. Dynamic forces within the school and society require a continuous program of in-service education for the educational personnel. No longer can it be assumed that initial certification adequately qualifies one for meeting the new challenges of education. The dynamics of educational goals and objectives, changes in organizational structure and management, shifts in instructional strategies, new curricular patterns and techniques, and developments in instructional media demand an upgrading of competencies.

2. Changes in methodology of working with learners and synthesizing social values are the dominant characteristics of the 70's. Educational personnel must have the competencies to utilize effectively the hardware and software to achieve desirable goals. They must develop instructional models employing a systematic approach; they must be proficient in developing and using learning materials for independent, small group and large group experiences; they must keep abreast of new learning outcomes. The development of these and other competencies requires that each school system give the highest priority to a comprehensive in-service education program in using media.

3. Continuing education programs must resolve the problem of improving existing teacher competencies.

4. Suitable media education programs must be provided for those who will be added to the profession in the decade of the 70's.

IV. PROPOSED SOLUTIONS

A. Pre-service

1. We recommend that the student will complete the general education program which will include exposure to highly mediated methods for learning.

   Upon its completion, the student will have:

   a. . . . met the qualifications in his chosen subject matter field (e.g., he will be knowledgeable about the broad spectrum and will have successfully studied some more limited aspect of the field).

   b. . . . studied psychology and sociology and be able to demonstrate skills of the behavioral sciences.

   c. . . . studied curriculum theory and will know the experiences that will precede and follow his level of instruction.

d. ...developed skills related to a systems approach for planning instruction; he will be able to formulate and work with objectives expressed in behavioral terms; he will be able to identify resources and strategies that would achieve his desired results; he will be able to evaluate performance employing the criteria established by the original objectives.

2. We recommend the attainment of the following media competencies prior to certification and/or completion of undergraduate preparation. Our recommendations are seen as having relevancy to schools preparing teachers, school districts hiring teachers, and certification agencies.

The student:

a. ...can identify instructional needs within learning situations. He understands learning methods (in large groups, small groups, independent situations) and the special contributions and requirements of each type of learning situation. The student can select the appropriate strategies for the specific learning problem. He can identify the requirements for media in the strategy he selects.

b. ...can match the characteristics of media to the needs of the learning situation. He understands, and can work with, the sources of print and non-print materials. He is able to select materials using acceptable criteria. When commercial materials are not available, he is able to specify to others his requirements for educational media in sufficient detail for creation of the tools he needs for his learning situations.

c. ...can use with ease all common educational equipment and more specialized devices suitable to his special area of responsibility.

d. ...is aware of sources of information concerning the media field. He can locate the specific information he needs for further professional growth.

B. In-service

As the trends point to the need for in-service programs, it is imperative that such professionally designed programs be implemented as soon as possible in all systems. To do this we recommend a definition for in-service education as that stated by John Chalmers in Audiovisual Instruction, May, 1970.

> In-service training should be regarded as a professional activity which should become an individual

> obligation to accept, encouraged by good supervision in a continuous program of professional self-improvement. In-service training is not something static which is presented repetitiously several times during the school year. In-service training is a continuous dynamic process, flexing, changing, and adapting to best serve teachers and the entire educational system...

As defined, a media in-service program should be under the direction of an individual at the administrative level. This person will be responsible, also, for carrying on the continuing education of building coordinators, creating a multiplying effect of total training. We feel this can be accomplished by the activities diagramed in Figure 2.

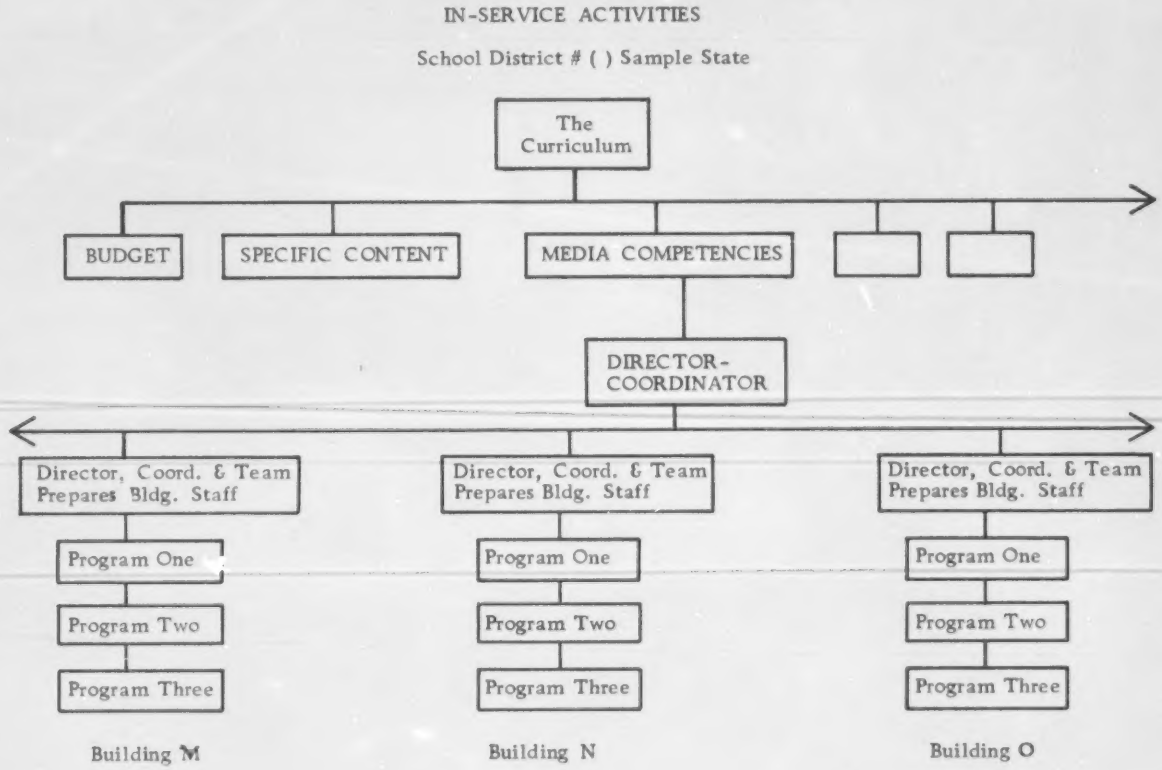

FIGURE 2

(Report of Study Committee, Group III continued)

Program One

This exploratory program will cover educational philosophy, learning theories, systematic planning for instruction, facilities available, and practical applications of hardware and software used in media production and utilization. This is a basic program designed to blend all levels of professional and non-professional personnel.

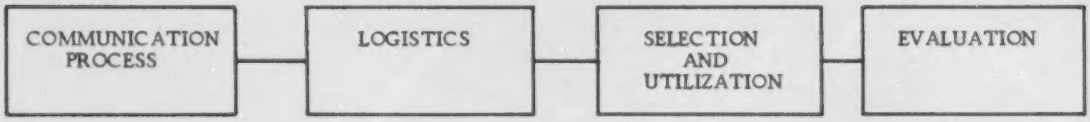

FIGURE 3
Program One In-Service Program

Program Two

This program is designed to provide unit specialization by teachers seeking expertise in the development of multi-media activities to be utilized in actual instruction.

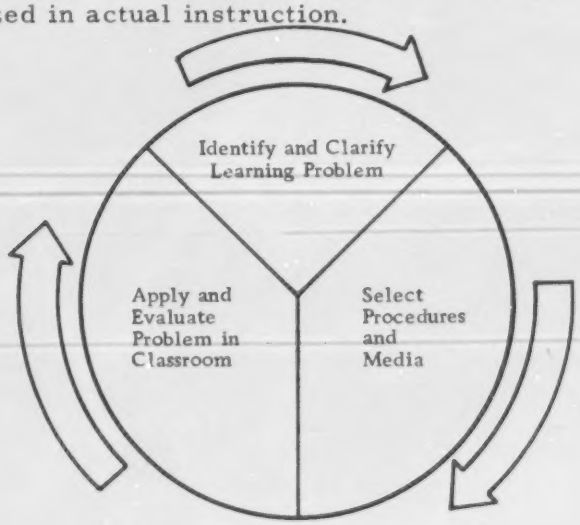

FIGURE 4
Program Two In-Service Program

Program Three

This program will provide a professional training program designed to develop building coordinators and specialists in various areas of media. This would include administrative techniques, design techniques, graphics, photography, and others.

(Report of Study Committee, Group III continued)

V. RECOMMENDATIONS/CONCLUSIONS

A. Accreditations: State Departments of Education and accrediting associations of teacher education institutions should give leadership in developing a planned program in media education to satisfy certification guidelines.

B. Certification: Uniform guidelines specifying the media competencies for certification of all educational personnel should be adopted by all states on a reciprocal basis. It is indefensible that over one-half of the states have not adopted guidelines.

C. Professional Negotiations: Future negotiations between teacher groups and school boards should recognize the continuous need for media in-service education activities and that provisions should be made for educational personnel to fully participate. Professional negotiators should be made aware of the impact of technological advancement in education.

D. Teacher Education Improvement: Institutions of higher learning responsible for teacher training must adopt educational programs that incorporate the effective utilization of media.

E. Closer Liaison Between Higher Education and Public and Non-Public Schools: Institutions of teacher education and public and non-public schools need to establish better communications for the purposes of identifying future needs of educational personnel relative to media competencies, determining the effectiveness of existing programs for media development, and developing a concerted effort in meeting the individual needs of students.

F. Adequate Media Services: The immediate implementation of instructional services under an accountable administration responsible for media and technological programs encompassing the comprehensive learning unit should be of paramount importance.

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REPORT OF STUDY COMMITTEE, GROUP IV

RATIONALE, TRENDS, AND PROTOTYPE FOR REDESIGN OF EDUCATION

Study Group IV - Finishing report

I. INTRODUCTION: A RATIONALE FOR REDESIGN

There is ample evidence that the present educational system or establishment has failed in many respects to provide a learning environment which prepares all people with an opportunity for productive and satisfying lives. Although education has been in a slow evolutionary process, its efforts have been inadequate for a society crying out for sweeping, drastic changes to meet the problems of a one-world age.

"BandAid" or "add-on" solutions representing the innovations of today have not had a substantive affect on the outcomes of the total educational system. Even the best innovations have too often been devoured by the system and relegated to single lines in massive budgets and permanently labeled "experimental."

It is imperative that an alternative must be found to attack the massive, varied educational problems. One alternative is that of total educational redesign. Such an approach would represent a massive undertaking. It would require the local community to scrutinize every aspect of its current educational program and to engage in a rethinking process which will enable it to design and implement its own system of education.

Several major concerns would have to be faced by the total community if redesign were to become a reality. It must begin by analyzing its present society. The community would have to predict to the best of its ability the kind of society which is likely to exist five, ten, twenty years from now. It would have to attempt to determine the kind of learner that will live in that society. Finally, the community and the educational system would have to begin building the kind of educational program which will provide its citizens with the individual competencies they will need for tomorrow's society. They must continue the process of constant evaluation and redesign.

Educational communication must be a catalytic and a change agent in the total redesign effort. It needs to be part of the planning stage and an integral part of every other phase. It is difficult, if not impossible, to imagine the success of any redesign program without the complete involvement of the communications technology field.

The material following will describe the societal forces demanding drastic changes in the educational establishment. It will describe the impact of these forces on the learner and the educational system. It will explore the role of communications technology in a partnership role to implement a total redesign effort. If the educational communication technology community believes in the redesign effort it must begin now as a major participant.

II. SOCIETAL FORCES INFLUENCING REDESIGN

A. A number of revolutionary forces made possible by accelerated technological advances supply the impetus for massive changes in education for the 70's. Some have expanded so rapidly that they have become explosions. They are:

1. The knowledge explosion - whereby new knowledge has grown so rapidly that every 7 to 10 years it doubles. This is particularly true in the field of science.
2. The population explosion - whereby the U. S. is projected to grow to 320-325 million by 2000 A. D. with a greater growth rate than this in most other countries of the world.
3. The "power" or "energy" explosion - in which man has discovered and stored for later use sufficient power to make our earth uninhabitable by man as he now exists.
4. The communication explosion - with which, via international television, the death of an American President became, literally, a "world-wide wake."
5. The transportation explosion - which has made it possible to go by satellite to the moon in almost the same time that it takes to travel across the United States by railroad.

(Report of Study Committee, Group IV continued)

B. Coupled with these five explosions, seven other forces for revolutionary change play an important role in pushing educators into a redesign of education. These are:

1. The revolution of rising expectations in which most of the poor, the hungry, and the underprivileged in the U. S. and in every other country have seen (often in vital, real color) the living conditions of the super-advantaged. Having seen they are not content to forego a greater personal share of the world's goods. Education, primarily vocational and professional, is seen as the major step needed to secure this share and justice demands that they receive it.

2. The revolution in medical knowledge and care whereby the average age of the population constantly increases and each productive worker is responsible for the goods and services needed to support more non-producers (children, young adults, and the elderly) than at any previous time in history.

3. The revolution in use of automation for production and manufacturing in which machines now do much of the former back-breaking hard labor and control the work of other machines.

4. The revolutionary increase in the rate of change whereby the fact of rapid change, in and of itself, has become an important characteristic of our society, with demanding impact on both goals and processes in education.

5. The revolutionary demands for truly excellent education by a much better educated electorate who expect to be continually re-educated themselves, and expect maximum effectiveness for every dollar of funds provided to support education.

6. The revolutionary expectation that every student personage, normal or special, from every background and environment, will have access to and through a post-high school education. And, furthermore, that educators are required to motivate and teach him, not frighten and exclude him.

7. The revolutionary changes in approaches of business and industry to education, in which private and public education provided 60 billion dollars of education in 1969 and industrial "in-company" education programs cost $38 billion. In addition, business firms with educational expertise are now bidding to perform tasks for public and private education, with guaranteed results.

From these forces comes the intense pressure to redesign education, and fast, to meet the demands of people for an effective, efficient, and "change-responsive" total educational system.

(Report of Study Committee, Group IV continued)

III. THE LEARNER AND REDESIGN

The societal forces discussed in Section II of this report have created the climate within which the learner must function. Specifically, the seven "revolutions" listed have, in fact, created much of the unrest and dissatisfaction evidenced by today's learner and have brought into focus the deficiencies of the present educational system which must be eliminated if the learner is to find his place in tomorrow's world.

The ultimate purpose of any redesign effort in education is to enable the learner to achieve a productive and satisfying life in society. The goals of the learner are individually oriented and allow for:

- ...a good self-image
- ...a sense of potency and power about their lives and their futures
- ...a meaningful mission in life

In a responsive need-based educational system, learners are given opportunities to:

- ...engage in independent study and individual searches for knowledge
- ...develop skills for using new informational devices
- ...participate in interdisciplinary learning which emphasizes analysis, planning, and the application of information to the solution of human problems
- ...shift from a focus on knowledge as an end in itself to the creation of knowledge-based models representing the environment and man in relation to his environment
- ...increase their ability to develop positive self-images, to operate in groups, to participate in decisions affecting their lives and to exercise leadership
- ...choose from a wide variety of alternatives in deciding what he learns, when he learns, how he learns

Through the above mentioned opportunities the learner, hopefully, develops the following desirable abilities and capacities:

- ...a balanced utilization of all the senses
- ...consciousness of abstracting
- ...loving and being loved
- ...performing artistically
- ...aesthetic awareness and appreciation
- ...curiosity, creativity, originality
- ...productivity and a feeling of pride in producing
- ...setting own goals, exercising initiative, functioning independently, and self-discipline
- ...awareness of alternatives and choosing intelligently
- ...effective communication

(Report of Study Committee, Group IV continued)

...feeling compassion
...perceiving, understanding, respecting, and accepting self and others
...understanding and being comfortable in a variety of environments
...effective employment

Only through a redesign of the educational system will society be able to satisfy learner-needs and achieve learner-goals.

IV. REDESIGN OF THE EDUCATIONAL SYSTEM

A. Because the larger educational system has not revamped to allow for the successful adoption of innovative reforms, we see fragmented attempts dying on the vine. It is urged that the educational system base its philosophy for redesign on the following goals:

1. That education must be continuous during the lifetime of each individual

2. That education must foster a reduction of the factors which contribute to social disorganization

B. The following characteristics of ongoing attempts are to be implemented and expanded throughout the educational system:

...develop and establish quality nursery schools and day-care centers
...provide for basic physical and psychological needs of young learners
...cooperate in efforts toward social rehabilitation of families of young learners
...plan cooperatively with mass media toward integrated, appropriate programming for learners of all ages
...plan continuous progress schools and individualized curricula
...provide flexible scheduling and facilities; open classrooms
...develop opportunities for alternate pathways for learning; provisions for horizontal learning; a no-reject philosophy
...initiate regular involvement of community resources; community campus concept
...use remunerated parent and senior citizen resources on a regular basis
...provide neighborhood learning centers, home information retrieval systems
...develop open universities, mini-college programs, free schools, high school and college social action programs
...support continuous in-service education for administrative and teaching staffs
...initiate proficiency screenings and recognition of competencies to allow for more specialized guidance and leadership roles, regardless of formal academic background

(Report of Study Committee, Group IV continued)

... support recommendation #6 of the McMurrin report of the Commission on Instructional Technology: "The National Institute of Instructional Technology should take the lead in bringing businessmen and educators together in a close working relationship to advance the productivity of education through technology."

C. The redesign of the Educational System must include awareness of new developments and research in such vitally related areas as:

... Medical: Eugenics - (improvement of species via raised I. Q.'s, prenatal environment, chemo-induced learning abilities)

... Psychological:
Hypnopaedic learning
Parapsychology as it effects learning
Chemo-therapy for special learners

D. A successful redesign of the educational system will foster, among all learners in our society, a renewed confidence in the future. Built-in, self-actualizing features at all levels which predict and account for necessary change must be the order of this new educational world.

V. ROLE OF EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY IN REDESIGN

The people in the field of educational communications and technology (ECT) must assume a leadership role in the redesign of the teaching-learning environment of the 70's. They will expand the role of expertise in technology to that of stimulating research, theory and implementation for effective change in our educational system. As a result of change and redesign of our educational system the responsibilities and professional obligations of ECT will encompass:

A. Administration

The administration of ECT should be innovative and ongoing, abreast with change and in consonance with the present and future needs of the educational system and society. It will administer and manage media personnel and resources to fully support the redesign of the educational system.

B. Communication

ECT should be the "voice of media" to the educational system, the people, community groups, industry and professional

organizations. It must relate media to the changing needs of society. It must use all channels of communication to generate an appreciation of the value of media to the changing educational system.

C. Stimulation

ECT must be a leader of the change process for curriculum redesign, identifying the intrinsic need for media in the improvement of instruction. It should stimulate requirements and plans for innovative in-service programs for staff development.

ECT must be constantly alert to the opportunities for effecting change through professional influence with the superintendent, school board, local and state legislative agencies and other decision makers.

D. Research and Development

ECT must spearhead the theoretical and practical research and development of new systems and concepts of instructional design involving educational communications and technology. This should include the creation of new concepts of facilities utilization (present and future) design of curricula and the evolution of completely new grouping patterns (large group, seminar and independent study). Research and developments of new techniques of using educational technology to accomplish learning objectives must be sustained and enlarged with specific emphasis on the criteria of selection and techniques of utilization and evaluation.

E. Evaluation

ECT must assume its full role of responsibility for evaluation. Administration, communication, stimulation, and research and development must be predicated on an effective and dynamic system of self-evaluation. ECT's innovative programs must be subject to critical analysis in terms of relevancy and results.

The 70's will be education's greatest challenge of the century. ECT can and must meet this challenge, and be responsible for its action. Accountability, using expanded indices, will be the criterion of the contribution ECT can make to our educational system in the challenging years ahead.

VI. ACTION STEPS IN REDESIGN

The redesign of the Educational System will not emerge without concerted and increased support during the 70's.

The possibilities of increased staff, remodeling and building of appropriate facilities, and obtaining ample materials and equipment will

demand a different form of financing coupled with a new system of priorities. The kinds of support that are needed will cover a wide spectrum of our society.

Education should have visibility to the public. This visibility will take many forms and can be demonstrated in many ways. The community must have before it constantly the plans and justification of the New Design. Any thoughts or actions must be accountable to this same community.

To gain and maintain the support will demand interaction between educators and those who could, or are fostering, the redesign of education. Various types and degrees of continued involvement must be implemented. Education must learn and take advantage of the promotional techniques used by the commercial segment of our society:

A. Conduct special meetings, workshops, and conferences (i.e., Okoboji technique, AECT Leadership Committee Plan, and leadership effort at the local level)

B. Publish newsletters, information bulletins, leaflets, and pamphlets

C. Produce information media singularly or in multi-media packages

D. Involve industry:
   1. Cooperative planning, implementation, and evaluation
   2. Cooperative use of industry's resources (time, money, energy, facilities, expertise)

E. Develop curricula which are relevant to societal changes (i.e., leisure time activities, finding and using information and resources, inductive thinking, visual literacy, culturally different, environmental, urban living, etc.)

F. Gain support:

   1. The educational system should seek support from those areas of society outside formal education who may fund or foster education such as:

      a. Groups
         (1) Professional
         (2) Parent as a concerned parent
         (3) Legislative - local, state and federal

      b. Resources
         (1) Local taxpayer
         (2) Federal funding
         (3) State funding
         (4) Private grants
         (5) Regional cooperative funding
         (6) Industrial (local and national) - time, space and facilities

(Report of Study Committee, Group IV continued)

2. The educational system should help to create the climate for continuing support by opening lines of communication and involving directly all people touched by the program including:

   a. Staff
   b. Community groups
   c. People (youth and senior citizens)
   d. School boards
   e. News media
   f. Professional organizations

3. The Educational System should implement means for generating support through the use of techniques, special projects, and people as suggested by the following:

Bulletins	Films
Radio	Public TV
Open House	News releases
Demonstrations	Professional organizations
Talks	Learner's dissemination
Clinics	Work sessions
Exhibits	And combinations

G. Lead efforts in developing a program which is accountable by:

   1. Defining its accountability role
   2. Deciding and assigning responsibility
   3. Defining and measuring the "end product" (Learner attitudinal and behavioral changes)
   4. Determining cost effectiveness

H. If there is no educational communications technology program or organization in the district or state, then form one. If one exists, strengthen it.

I. Influence legislative and/or judiciary bodies (local, state and federal) to enable and advance the effective redesign of education.

J. Solicit people who have special expertise or involvement in the educational system - especially youth.

The redesign of education will not emerge without the total commitment of the profession backed by the moral and financial support of the public and industry.

There will be many sacrifices, hardships and reshuffling of values. Positions and roles will be eliminated and new ones created to fit the varied needs of the redesign.

Understanding and appreciation of the redesign effort will take a team effort involving a variety of approaches and personnel. Education will have to develop new systems to accommodate the philosophies of the

redesign. Without the support of all segments of the total community, the redesign of education will fail to materialize. It must begin now to get redesign underway to meet the challenge of the next decade.

VII. CONCLUSION

An approach has been identified which holds promise for achievement of the objective of more responsive educational systems: total Education Redesign. This assertion of a need for redesign is based upon the premise that the present system will not insure that the citizens of tomorrow will be prepared to live successfully in this country and the world of the near and distant future.

The Committee recognized the role that the total community must play in the redesign effort. They described the forces which will in large part determine the kind of society citizens will face in the future. They described the capabilities which individuals will need in order to have the opportunity for a full and participatory life in that society. Finally, the Committee envisioned the kind of education system the community must begin to build today for the future.

To begin building the new system each major discipline in education must join in that effort. The field of educational communications and technology has not only to participate but in many areas to lead.

The 16th Okoboji Conference is indicative of communications technology leadership. It represents the first national conference involving a major discipline in education to concern itself in depth with the concept and issues of redesign. The start has been made; a massive task lies ahead.*

TRENDS AND PROTOTYPES CASE STUDIES:

Conference delegates have recommended several outstanding educational programs for consideration as case studies. The numbers following each example serve as a key for identification of program characteristics. (Note: A questionnaire was distributed to all delegates to list known innovative programs. They are listed here without the permission of the institutions.)

1. experimental
2. ongoing
3. pre-service
4. in-service (teacher education)
5. just starting
6. in existence for some time
7. pre-school
8. elementary
9. secondary
10. junior college
11. college or university
12. vocational
13. adult or continuing
14. local funding
15. state funding
16. federal funding
17. foundation funding
18. continuous progress (non graded)
19. differentiated staffing
20. large-small group instruction
21. individualized learning
22. uni-pac type
23. CAI type
24. prescribed instruction

*Two major content sources for the report were the keynote address given by Dr. Curtis Ramsey and the "Prospectus on Redesign" of the New York State Education Department Program Task Force.

(Report of Study Committee, Group IV continued)

25. new curriculum
26. open plan buildings
27. flexible scheduling
28. special in-service facilities
29. ETV
30. CCTV
31. VTR
32. DAIRS
33. micro teaching
34. mini courses
35. P. I.
36. special production facilities
37. visited by reporter

Apollo Elementary School, Bossier City, Louisiana, Supt. Emmett Cope, Box 218, Benton, Louisiana 71010, 4, 5, 6, 8, 14, 18, 20, 21, 24, 26, 27, 28, 30, 31, 35, 36, 37 (See Case Study 10)

Ardmore Elementary, & Surrey Downs Elementary Schools, 310 102nd St., Bellevue, Washington 78004, Dr. Wm. Morton, Supt., 4, 6, 8, 14, 15, 18, 24, 27, 37

Augustana College, Sioux Falls, S.D., Dr. D. W. Matthews, 4, 11, 17, 19, 20, 25, 27, 31, 33, 37 (has 14-4-14 week organization)

Bellevue Community College, Media Center, 4433 137th Street, N.E., Bellevue, Washington, Mr. Boyd Bolvin, 30, 31, 37, color TV. (See Case Study 1)

Boardman School System, Boardman, Ohio, Mr. John McDonald, 4, 9, 12, 14, 16, 21, 33, 37 (See Case Study 2)

Bowman School, Lexington Public Schools, Lexington, Mass., Mr. Bill Perkins, Principal, 4, 6, 8, 11, 16, 20, 21, 27, 28, 37

BPI, Orange County Schools, Orlando, Florida, Rhea Anderson, Supervisor, Oral Language Development, 1, 8, 16, 20, 21, 37

Central High School, St. Angelo, Texas, Mintern White, Principal, Outstanding Voc. Tech. Program for High School, Rail System, 6, 9, 12, 13, 14, 15, 16, 27, 37

College of St. Benedict, St. Joseph, Minn., Sister Enid Smith, 4, 11, 14, 17, 25, 37

College St. Scholastica, Duluth, Minn., Head, Ed. Dept., 4, 11, 14, 25 (See Case Study 3)

DeKalb Senior High School, DeKalb, Illinois 60115 9, 14, 19, 20, 21, 27, 37, CATV, an associate school with Lloyd Trump's model for diff. staffing patterns (See Case Study 4)

Division of Educational Communication, State Department of Education, Albany, New York 12224, Lee Campion, 4, 7-13, 15, 16, 25, 29, 31, 37, Redesign of education, teacher-training in instructional technology, visual literacy, others

Earnestine Matzke Elementary School, Cypress Fairbanks District, Cypress, Texas, Jeannie Killo, Principal, 4, 6, 7, 8, 9, 14, 15, 18, 19, 20, 21, 24, 26, 27, 35, 36, 37

Enfield High School, Enfield, Conn., Mr. F. Gross, Principal, Student involvement, 6, 9, 14, 21, 37

Forest Park Community College, 5600 Oakland Avenue, St. Louis, Missouri, Mrs. Betty Pollard, 6, 10, 14, 15, 17, 20, 21, 24, 28, 30, 31, 32, 35, 36, 37

Game & Simulation Club, School of Education, University of Michigan, Mr. Fred Goodman, 1, 4, 6, 11, 25, 37

Glen Oak School, Gates Mills, Ohio, Sister Marie Owen, Director, 2, 9, 14, 17, 20, 21, 26, 36, 37 (See Case Study 8)

Indiana University, Division of Instructional Systems Technology, Director, Media Education, Instructional Development at University level, Diffusion & Adoption, 11, 15, 16, 21, 25, 35, 37

John Adams High School, Portland, Oregon, Principal, 4, 6, 9, 14, 18, 19, 20, 25, 26, 27 (See Case Study 9)

John Glenn Middle School, San Angelo, Texas, Principal, 6, 9, 14, 18, 19, 20, 21, 22, 24, 25, 26, 27, 30, 31, 32, 35, 36, 37

Kent State University, Instructional Resources Center, College of Education, Kent, Ohio 44240 (Dr. Marie McMahan), 2, 3, 6, 11, 13, 15, 21, 28, 33, 34, 36, 37

(NOTE: SEE CASE STUDIES AT END OF THIS LISTING)

(Report of Study Committee, Group IV continued)

Marshall University, Huntington, West Virginia, Dr. Phil Suiter, 2, 4, 11, 15, 30, 31, 37

Melbourne High School, Melbourne, Florida, 4, 6, 9, 14, 15, 22, 25, 27, 35 (See Case Study 7)

Mesa School, Boulder Valley School District, Boulder, Colorado, Mr. John Ferree, Principal, 6, 8, 14, 18, 19, 20, 21, 26, 27, 31, 37

Muik, Kennedy & Randall Elementary Schools, Madison Public Schools, 545 W. Dayton St., Madison, Wisconsin 53703, Mr. Milton Christison, 4, 8, 9, - IMC's in schools

Muraco School, Tufts Rd., Winchester, Massachusetts 01890, Principal, 4, 7, 8, 14, 16, 19, 20, 21, 26, 27, 28, 29, 33, 34, kit writing & packaging

Middlesex School, Hollowtree Road, Darien, Conn., Mr. Larry Wood, 8, 9, 14, 29, 30, 31, 32, 37

New School, University of North Dakota, Grand Forks, North Dakota, Mr. Vitto Perrone, 1, 6, 8, 11, 14, 15, 16, 37 (See Case Study 5)

Oklahoma Christian College, Oklahoma City, Oklahoma, Dr. Stanford North, 4, 11, 16, 17, 21, 32, 37

Oral Roberts University, Tulsa, Oklahoma, W. W. Jernigan, Director, Learning Resources, 4, 11, 17, 20, 21, 30, 31, 32, 36, 37 (See Case Study 6)

Otis Leeds Project, Eugene, Oregon, Marcia Luber, Assistant Director, 4, 6, 7, 8, 9, 14, 15, 16, 17, 27, 37, computer services

Parsippany Hills High School, Box 52, Parsippany, New Jersey 07054, John Melchior, 5, 9, 14, 28, 36, 37 - Media section has unque "book"-"nonbook" harmony

Portland Community College, Portland, Oregon, Amo DeBernardis, 4, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 25, 26, 37 No grades, no failures

Robert Frost School, Granite School District, Salt Lake City, Utah, Dr. Lloyd Eldridge, Principal, Westinghouse TLU, 4, 7, 8, 14, 15, 18, 21, 24, 26, 37

School District Six, Greeley, Colorado, Dr. L. Triplett, Dept. of Instruction, 4, 6, 8, 14, 19, 37

Seminole County Schools, 1101 Pine St., Sanford, Florida 32771, Angelin Taylor, 3, 8, 14, 20, 21, 26, 37

Southern California Regional Occupational Center, 2300 Crenshaw Blvd., Torrance, California, Art Suchesk, 9, 12, 14, 15, 16, 18, 19, 20, 21, 23, 24, 25, 31, 32, 35, 37

State University College, Oswego, New York 13126, J. R. Pfund, Director of Learning Resources, 1, 2, 3, 11, 13, 14, 15, 20, 21, 24, 29, 30, 31, 33

Teacher Research Lab., Oregon College of Education, Monmouth, Oregon, 1, 2, 4, 5, 6, 11, 15, 16

Vestibule Program, National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, New York, Mr. Frasina, 4, 6, 9, 16, 23, 24, 37, math.

Wisconsin State University, School of Education, Oshkosh, Wisconsin, Ed Anderson, 1, 2, 11, 14, 31, 33, 37. A new approach to student teaching

Tri Creek School Corp., Lowell, Indiana, Supt. Ogel, 3, 9, 14, 15, 20, 21, 26, 29, 31, 37

Title I Remediation Program, East Detroit Schools, Ruth Tupmen/Lew Saks, 4, 5, 16, 21, 28, 33, 37

Darien Board of Education, Hollow Tree Road, Darien, Conn., Mr. Larry Wood, 4, 8, 9, 10, 14, 30, 37, student operated TV, call in facility.

RESOLUTION FOR ACTION BY OKOBOJI AND AECT:

I. Whereas Dr. Fred Harcleroad has offered to make contact with each prototype location to gather further information, we propose that the information be collated and disseminated to the participants of Okoboji Conference of 1970. (Note: Included as part of Study Committee, Group IV report.)

(Report of Study Committee, Group IV continued)

II. ...that state affiliates proceed to develop a program by which they can continue to update, collate and disseminate such information;

III. ...that this project be a topic for discussion and consideration at the Affiliate Presidents' Conference in October, 1970, in Washington, D. C. Resolution was put on table when given. Resolution was voted from the table, Friday, August 21, 1970, moved, seconded and carried.

CASE STUDIES OF SELECT INNOVATIVE EDUCATIONAL PROGRAMS
(Follow-up Study of Committee IV)

The following case studies of innovations in education were the result of a study following the 16th Lake Okoboji Educational Media Leadership Conference, August, 1970. The reason for the study was made evident by the lack of information available to the committee choosing to study RATIONALE, TRENDS, AND PROTOTYPES FOR REDESIGN OF EDUCATION. The following are in no special order of listing or importance, and were studied for certain educational objectives to indicate trends in innovations.

CASE STUDY 1:

Objectives: To establish two elementary schools with the entire student body organized in multi-age groupings of primary and intermediate grade children. (Children come first and teaching comes second.)

Where: BELLEVUE PUBLIC SCHOOLS, BELLEVUE, WASHINGTON - ARDMORE and CURREY DOWNS SCHOOLS (1967 to present)

Project Design - Cooperative teaching, individualized instruction, flexible grouping. It became apparent that the principal's power and authority was a gift that could be distributed over the entire faculty and student body so that this power could be wielded with people rather than over people. With this understanding established in the minds of a large majority of the faculty, the school evolved into an institution that provides children with a different kind of educational experience. This experience is characterized by an increase in trust by children of adults, increasingly a motivation based on aspiration rather than competition, children looking upon their teachers as friends rather than enemies and the attractiveness of the school to teachers with a high self esteem.

These indicators of desirable characteristics arose from the fact that the school was organized around relationships rather than content. The relational organization is characterized by large open spaces with one hundred children, grades one through six, and four teachers with whom children stay for three years. These classroom space relationships evolved from the awareness that territory was no longer an available means of establishing identity. Without the ability to close doors and thereby saying this is me and mine, teachers were forced to solve the questions of how to be me in the company of three others all day long.

Children found themselves in an association with adults no longer able to use threat, humiliation or other aversive techniques to control children's feelings or to control their conflicts. Children finding themselves in a safe place in which to cope with their conflicts and feelings, began to respect their feelings, to accept the conflicts and not let them go unresolved until they resulted in hostile, aggressive behavior. Children began to develop this strong sense of self.

Schools are made up of people. Changes in people change schools.

Reported by: DR. L. C. ABBENHOUSE

CASE STUDY 2:

Objectives: "To establish a Media Personnel Management Program" (MPMP)

Where: BOARDMAN LOCAL SCHOOL DISTRICT, BOARDMAN, OHIO (1969--)

Project Design - A Media Personnel Management Program was started in 1969 and continues into 1970 in its first stages of adoption of the plan. "The Media Management Plan has two major elements. The first element deals with the work of media personnel. The foundation of this work is to improve equipment use competencies and techniques of faculty and students. The increasing popularity of media in a wide variety of educational situations demands effective use procedures to match the potential of the media. Unless effective equipment use procedures are assured, no quality media program can develop. The plan's element designed to meet this need is called the Media Personnel Management Program.

The second element deals with the selective combination of media into categories to form multi-media classifications (descriptors) matched to educational objectives. Multi-media is here defined as a correlation of all media appropriate to a specific learning situation. The plan's element designed to meet this need is called the Specific Media Management Program (SMMP).

Emphasis is placed on the inter-relationship of these two elements in the total Media Management Plan. Proper use of quality media must be provided for children based on local school curriculum goals. Media, in education, must be subservient to these goals."

The results of this project will be studied and reported in the spring of 1971, following the first year of the project.

Reported by: JOHN MACDONALD, Director, Audiovisual Education.

CASE STUDY 3:

Objectives: St. Scholastica's Education Department has developed an innovative program based on a systems approach to learning--Project Criterion

Where: COLLEGE OF ST. SCHOLASTICA, DEPARTMENT OF EDUCATION, DULUTH, MINNESOTA

Project Design - The new shape of teacher education has a three-pronged approach: performance objectives, individualized instruction, and simulab experience.

First: Performance Objectives: Professional competency is achieved by the accomplishment of stated performance objectives which describe learning in terms of measurable behavior. These objectives state what the learner must be able to do--his performance. They set forth the conditions under which he will be able to do it. They state the extent of which he must be able to accomplish it. It is our conviction that any kind of learning can be stated in measurable behavior.

Second: Individualized Instruction: This long sought after goal is accomplished at St. Scholastica through the use of printed instructional projects, which we call "IP's". These instructional projects are individual assignments. Three kinds of color-coded instructional projects are given to the students and completion of a specified number of each automatically determines his grade.

Third: "Simulab" Experience: Project Criterion insures regular opportunities for the students to work with children throughout the entire period of their professional preparation. These "simulab" experiences may be on the college campus or in the public or parochial schools in the Duluth area. The Instructional Materials Center is the second area and is considered the input area for the student teachers. Here we have professional books and periodicals as well as examples of elementary and secondary level texts, resource materials, and hardware necessary for the completion of instructional projects. The third area is the seminar room where course instructors may present scheduled teacher-lead presentations and where groups of students meet to share experiences.

Reported by: DR. PHILIP H. RICHARDS, CHAIRMAN, DEPARTMENT OF EDUCATION.

Dr. Richards stated in his letter reporting on the project, "Our best evaluation of the program is non-statistical. This year our student teachers were ready to teach earlier than those of previous years. Our students are 'turned on' about professional education."

Planning by staff started in 1967 and the first year of the project started in 1967 and 1968, and according to the director, "was very enlightening." The students for the first time were exposed to the necessity of working out their own learning patterns.

CASE STUDY 4:

Objectives: Establish a demonstration Center for the the Development for Gifted Children at the twelfth grade level. The Center places emphasis upon an English program which features: Individualized Study in Humanities Using the Thematic Approach, Creative Writing, Expository Writing, Team Teaching and Developmental Reading.

Where: DEKALB SENIOR HIGH SCHOOL, SERVICE AND DEMONSTRATION CENTER OF COMMUNITY UNIT SCHOOL DISTRICT 428, DEKALB, ILLINOIS

Project Design - The DeKalb Demonstration Center is designed and staffed to put a strong emphasis on Creativity. The present English/Humanities program for gifted students has grown out of an experimental program inaugurated at DeKalb Senior High School in the fall of 1965. The rationale for this program, which has remained relatively constant for its duration, rises from research on the gifted.

Objectives: The program is designed to create an opportunity for the gifted to proceed at his optimum rate, following not only his present interest but investigating other tangential areas which will fertilize new interests. More specific objectives are these:

Development of ability to think creatively and divergently.

Development of acceptance of the relevance of intellectual pursuits in contemporary life.

Development of concepts and ideas rather than acquisitions of facts.

Development of awareness of inter-relatedness of disciplines.

Development of power to express thoughts in writing and orally.

Development of power to work independently and to plan direction and pace.

Selection of Students:

Roughly the upper ten percent of the senior class by measured ability and academic performance are eligible for this class. In addition, recommendation of previous teachers and the student's own desire to be in the class are required.

Education is a living process, involving student and teacher in the unique excitement of intellectual discovery. Through innovation and experimentation, DeKalb makes this excitement equally compelling for the gifted child, the average child and the child with learning difficulties.

Reported by: ROBERT YARDE, DIRECTOR, SERVICE AND DEMONSTRATION CENTER. The slogan of the Center is "Pursuing Patterns for Creative Learning."

CASE STUDY 5:

Objectives: To improve elementary teacher education, and to re-educate many elementary teachers already in the schools. The major reason for the program was that it became an instrument for constructive change in the schools of North Dakota.

Where: North Dakota, under the direction of the staff of the NEW SCHOOL, BEHAVIORAL STUDIES IN EDUCATION, THE UNIVERSITY OF NORTH DAKOTA, GRAND FORKS, NORTH DAKOTA

Project Design - A statewide study in North Dakota began in 1965, was undertaken as a cooperative effort of the North Dakota Department of Public Instruction, The University of North Dakota, the Legislative Research Committee, the State Board of Higher Education, the United States Office of Education, and a number of local school districts.

Among the many recommendations coming from the Plan for Educational Development was the proposal for the establishment of a new kind of elementary school teacher preparation program for both prospective and experienced elementary school teachers.

In the spring of 1968 the State Board of Higher Education authorized the establishment of the New School for Behavioral Studies in Education as an experimental component of the University of North Dakota.

Objectives: It is becoming increasingly evident that children's learning is enhanced if it is centered upon a child's own experiences, needs and interests and where children participate in the direction of their own learning activities. Most North Dakota schools, indeed most schools throughout the country, do not function on the basis of that understanding.

Almost every teacher preparation program, even those most actively engaged in change, operate within curricular and administrative structures that separate the liberal arts from professional education. As a result, the liberal arts and professional education are almost universally identified as the two major components of every teacher education program.

The New School was created, in part, to test the validity of an alternative to the long-standing separation. From its inception in 1968, the New School has operated as one structural unit. It has drawn together faculty members with diverse academic and professional backgrounds in the areas of the humanities, social sciences, mathematics, natural sciences and education. All faculty share equally in the shaping of the academic program. Because of this unique structural organization, the New School is able to offer to its participants all components of a teacher preparation program without the liabilities of traditional academic and professional distinctions.

In brief, the new program seems to make the teacher into a person to guide learning, and not get in the way of the children's learning by experimentation.

Students formerly wanting to drop out are now so interested in projects and accomplishments they want to stay longer than the school day. This program has seemed to "turn on" the elementary school children under the directors of learning "the classroom teacher prepared in the New School Program."

Reported by: VITO PERRONE, DEAN, NEW SCHOOL, THE UNIVERSITY OF NORTH DAKOTA, GRAND FORKS, NORTH DAKOTA

References:

Pace Magazine, July 1969 - "The New Way to Look at Schools"
Readers Digest, July 1970 - "They'll Never Stop Learning - Excitement in North Dakota", by Arlene Silberman.

CASE STUDY 6:

Objectives: The goal of the university is to get all the general education courses into their dial-access system as soon as possible. Also they have a fine media program oriented around software and not hardware. They are studying and experimenting with building a number of courses into a system, with great emphasis on individual instruction. Their theory is that many commercial media are not appropriate at the college level, and have initiated a program of preparing software for modern media in higher education.

Where: ORAL ROBERTS UNIVERSITY, TULSA, OKLAHOMA

Project Design - Improvement of college level instruction, through the planned systems approach in education. At present, they have a dial-access audio-video retrieval system. All disciplines of the university utilize the dial-access facilities. The immediate goal is to get all of the general education courses into the dial-access system. The faculty and administration at Oral Roberts University feel that the content of the general education subjects can best be presented via the dial-access system, and that the application of these factual data can best be made in a one-hour-a-week small group seminar session. This format enables the university to utilize the dial-access equipment to its fullest extent, while at the same time, giving the student concentrated individual attention. At present they have the following courses of study taught by the dial-access system: eight (8) classes in the Humanities, Math, Elementary Statistics, Mathematics Analysis, Psychology, Individual in Society, 6 courses in English and two courses in Religion. Ten courses in History utilize the dial-access system for practically all of the lecture presentations. The Biology Department does not use the dial-access system as such for its presentation of Biology 101, but does use the Posthlewait Auto-Tutorial System in the laboratory. Their present thrust is toward preparing software for many classes to utilize modern media. Their strong belief is that all course content must be put into the system for that specific course, before hardware is considered. They also place strong emphasis that the budget includes adequate funds to produce or purchase all needed software prior to changing the course over to the system.

All staff members working in changing courses over to systems seem to be very pleased with the results obtained, allowing them more time for individual student contact.

Reported by: WM. W. JERNIGAN, DIRECTOR, LEARNING RESOURCES AND EXTENDED SESSIONS.

CASE STUDY 7:

Objectives: The Melbourne Secondary Education program was started about ten (10) years ago. Although there seem to be many facets to bring about change in the educational program, its first thrust was on non-graded students, and allowing students to be tested and placed in different phases according to results from the tests given at the ninth grade, when entering high school. A statement on the philosophy of the program is as follows: "The educational responsibility of the high school is to provide the psychological environment, the curriculum, and the physical structures that will be most conducive to the intellectual, and aesthetic enlargement of the lives of its students."

Where: MELBOURNE HIGH SCHOOL, MELBOURNE, FLORIDA

Project Design - This project was started immediately after Sputnik I. Students entering the ninth (9) grade are tested and placed in different phases as follows:

Phase I - students with scores of 0 to 23 percent are given special assistance in small classes.

Phase II - is for students who show a need of emphasis on basic skills and who score 24 to 40 percent.

Phase III - strikes a norm of sorts. This is the area for students who have an average background of achievement and score 40 to 60 percent.

Phase IV and V reach beyond the normal concept of high school education. The first is designed for youngsters who are extremely well prepared and who seek education in depth. Their test scores show 60 to 78 percent.

Under Phase V students who score 79 to 99 percent are given the opportunity to pursue college level courses while still in high school, under their own responsibility.

Phaze Q - is Quest. An important dimension to the phase system designed to provide an opportunity for independent study.

Grades given in Phases III through V are graded A, B, C, etc. In Phases I and II grading consists of satisfactory or unsatisfactory. Students who begin in Phases I and II are encouraged to move to higher phases and many are successful.

Phase X - is the designation given to courses outside the major disciplines for which there is no standardized criteria. Courses such as typing and physical education. These courses are non-graded, but unphased.

Reported by: DR. B. FRANK BROWN, NOW COUNTY SUPERINTENDENT, BREVARD COUNTY, FLORIDA. Dr. Brown has written a book titled "Education by Appointment." As County Superintendent he has assisted in putting this concept to work in some schools in the county on a basis of K through 12th grade.

CASE STUDY 8:

Objectives: The role of Glen Oak Resource Center as a Counterpart in Cooperative utilization of resource materials and facilities with Gilmore Academy. To provide optimum utilization of resource materials and facilities in both centers. (Gilmore Academy is ¼ mile from Glen Oak.)

Where: GLEN OAK SCHOOL, GATES MILLS, OHIO, IN COOPERATION WITH GILMORE ACADEMY

Project Design - This is a new school designed to provide a superior education for girls in the Greater Cleveland Area. It is classed as an independent college-preparatory school. Its stated purpose is "the education and development of girls of high, above average, or normal ability to fulfill their own academic, social, moral and spiritual potential, thus equipping them to become tomorrow's leaders.

In the center of the entire instructional area is located the Resource Center, around which all activities in the instructional program operate. The Center provides materials for both student and staff, and facilities such as learning carrels, and lounge study areas. In the original planning of the building, all carrels were provided with the potential of video monitoring, but this has not been installed in the few years the building has been in operation. The production laboratory adjacent to the Resource Center, provides for both student and faculty use. The staff states "This is not a library or an audiovisual center. It will represent a culmination of the resources available to help enhance the educational processes."

Both students and faculty are trained in the use of all equipment, to obtain full utilization of all facilities and equipment. Workshops are held at intervals for students and staff, and a program for new students in such orientation is a planned part of the center. Open shelf storage is provided for all persons to inspect and examine any book or non-book materials.

Reported by: SISTER MARIE OWEN, DIRECTOR, GLEN OAK SCHOOL, GATES MILLS, OHIO

Comment: This seems to be a carefully planned innovative program for a small private school, not only looking at today's needs, but the needs of tomorrow and the future. It is a program designed at the same time as the building, and the educational philosophy of the faculty.

CASE STUDY 9:

Objectives: The development of a High School to provide a good background and vocational training for those who choose to enter some trade. The "Adams Plan" includes: relevant courses, personalized program, career development and sense of community. This school opened in the fall of 1969, with a new look at education, started in the planning stages in 1967. They planned the building, facilities, and staff, relating to the kind of school they wanted. They brought in consultants from as far as Harvard University, and with local alert administrators planned the facilities, program, and staff.

Where: JOHN ADAMS HIGH SCHOOL, PORTLAND, OREGON

Project Design: A major problem facing the planners was how to organize the school so that these students would feel important as individuals and not be lost in the crowd. To resolve this, Adams was organized as four smaller schools, called houses. The houses gave each student a home base and a regular group of teachers and students with whom he can identify. Each "house" contains 300 or more randomly assigned students, a guidance counselor, and guidance intern and a teaching staff. Under the direction of the curriculum associate, the teachers in each house are organized into two interdisciplinary teams. These teams have experienced teachers, from the English, social studies, math and science. The teams are assisted by intern teachers, student teachers, and teacher aids.

For electives, students can choose from a wide variety of courses. Students can also choose to take shorter mini-courses that last six weeks. These mini-courses planned by students and faculty members, give students the opportunity to explore more areas of intellectual or career interest.

In the center of the building on the first floor is a large Resource Center including television and electronic laboratory.

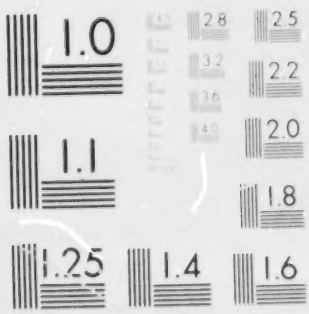
From the beginning, this school was quite controversial because of its almost complete departure from the conventional approach to high school education. The principal of the school describes the school as "a place students want to go and want to learn because they are curious and interested--not because an attempt is made to force them to learn."

Reported by: LAWRENCE W. AYERS, JR., DEPUTY PRINCIPAL, JOHN ADAMS HIGH SCHOOL, 5700 NORTHEAST THIRTY-NINTH AVENUE, PORTLAND, OREGON

CASE STUDY 10:

Objectives: The organizational objectives of this elementary academic program are:

1. Provide each student the opportunity of progressing at his own rate.
2. Afford each student more alternatives and opportunities of not only working at their own level of achievement, but approaching learning from a view dictated by the child's unique interests, abilities and cognitive styles.
3. Insure better utilization of teacher talents.
4. Develop curriculum materials applicable to an individualized instructional program.
5. Utilize and evaluate various types of media, both printed materials and non-print materials, including proper hardware for both students and teachers.
6. Afford in-service training opportunities for teacher-trainees, teachers, administrators and other interested persons.
7. Promote individualized instruction through cooperative teaching concepts and continuous progress programs.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963-A

Where: BOSSIER PARISH PUBLIC SCHOOLS, BOSSIER CITY, LOUISIANA

Project Design: This school plant was designed as a cooperative project supported by Bossier Parish Schools, Bossier City, Louisiana, and assisted by the Educational Facilities Laboratories, Inc., New York City and coordinated and directed by the School Planning Laboratory, University of Tennessee.

The design is ultra-modern providing for easy access to a large resource center, the size of approximately ten (10) classrooms. They utilize controlled environment including carpeted floors, near-perfect illumination, air conditioning and they have eliminated windows. A large teachers' lounge provides special study carrels for each teacher. Media preparation room with latest equipment for making color transparencies, audio and video tapes. Closed circuit television is available in all parts of the building. Other facilities are two outside learning patios, special rooms for team conferences, student seminars, speech therapy, counseling, and curriculum specialists, and an elevated "observatorium" with one-way glass and TV-Audio monitoring system of entire learning area.

Teachers in the new school are selected with great care, based on their knowledge and willingness to explore new techniques, explore new organizational patterns such as cooperative teaching, multi-graded, non-graded, large group, small group, independent study, etc.

Reported by: EMMETT COPE, SUPERINTENDENT, BOSSIER PARISH SCHOOLS, BOSSIER CITY, LOUISIANA.

COMMITTEE MEMBERS:

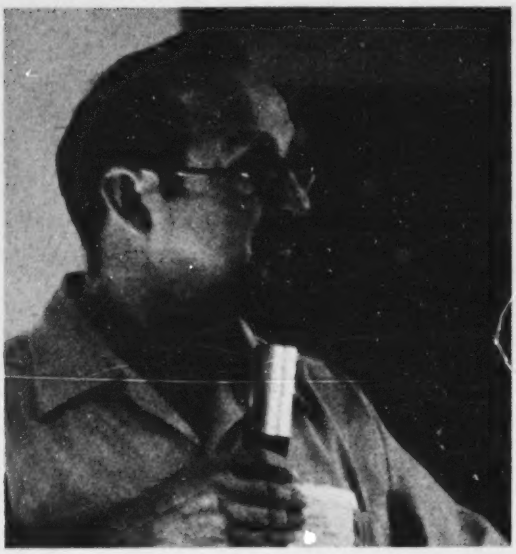
Lee Campion, Chairman
Mildred Lavin, Recorder
Roy Breznik
Lee Cochran
Lynn Corwin
Fred Harcleroad
Harold Hill
Richard Hubbard
Howard Johnson
A. C. Riddle

REPORT OF STUDY COMMITTEE, GROUP V:

RELATED CONCERNS OF REDESIGN

I. INTRODUCTION

Media and the learner in the seventies are products of the sixties, and to plan for the future requires one to look at these and the present with a critical eye. From this analysis one may place the educational needs of the future in perspective.



Robert Heinich, Co-Chairman
of Study Group V

The international revolutionary trends and the national demands made upon education by the public were broadly outlined by the keynoter, Dr. Curtis Ramsey, in the First General Session. More specific concerns were then developed by the delegates during the Second General Session.

As topics began to be formulated, some delegates expressed concern over the possible limiting nature of the topics selected. In hopes of illuminating general areas of crises, concerns, and aspirations which may or may not be covered in the more structured outline of topics, an "unstructured" committee was formed. This committee utilized the brainstorming technique to explore the theme of the conference, Redesign of Education: Media and the Learner in the 70's. The preliminary concerns of this committee were centered around the governance of education, sources of curriculum structure, accountability, instruction and learning.

Dale Montgomery, Co-Chairman
of Study Group V

II. GOVERNANCE OF EDUCATION

If we really are serious about the redesign of education and about media and the learner, and do this in a way that would be appropriate for our particular field, we may have to

examine the whole structure of education--the governance of education, if you will--in order to find out what adaptive changes need to be made. The super-structure of education, its laws, regulations, and policies, grew up during a period of time which did not anticipate technologically-based instruction. We have tried to operate under and adapt to an existing educational framework. The framework itself is putting restraints upon us. But, in order to make real progress, we have to call into question the framework itself.

This whole important area of the governance of education was discussed at some length by this committee. First, we examined the problem of the various formulas of aid to schools and the problems at the local level (e.g., taxpayers revolt and property tax limit). Attention will need to be paid to state aid formulas which frequently are based on certain pupil-teacher ratios which may not permit the kind of flexible approaches to instruction that we would like to see. State aid formulas are not always based on aid to students, but on "teacher-number of pupils" units; and we may have to look into this as an inhibiting factor.

A. Professional Negotiations

We are going to have to face very squarely, as a profession, the whole area of professional negotiations, because, for the most part, negotiations up to now have tended to be anti-technological in nature. Professional negotiations often limit financial resources for mediated instruction: first, by reducing the amount of funds available for non-salary areas; and secondly, by fixing into contracts certain regulations, practices and policies that may inhibit certain instructional arrangements we would find particularly advantageous for students (e.g., large-group instruction and differentiated staffing).

What will be our policies in regard to negotiations? As a profession, we cannot avoid the issue. We need to face it, perhaps, on the basis of two assumptions: first, that technologically-based instruction and differentiated staffing, among other things, make higher productivity possible; secondly, that negotiations should proceed on the basis that increasing productivity will secure the best means of achieving long-range salary gains.

B. Accreditation and Certification

As an obstacle to change, current accreditation practices tend to prevent certain kinds of instructional options for students. For example, the Carnegie Unit was defined in a way that prevents credit being given to students for certain kinds of technologically-based instruction, such as programed instruction.

In addition, certification requirements of state departments and accreditation agencies may inhibit introduction of certain kinds of

instruction. For example, differentiated staffing has faced this problem in a number of places where certification requirements are such that para-professionals cannot be placed in certain kinds of positions. (This, seemingly, is analogous to the featherbedding practices of railroads). As a result, instruction can be overly expensive.

Television is another example. Isn't it possible that television could do a total teaching job, especially in the cognitive area? However, certification requirements may preclude the use of television for this purpose. Therefore, strict or inflexible certification requirements can result in technologically-based instruction being considered an expensive "addition." As a profession, we need to examine current certification and accreditation procedures on the state and national levels, and to influence change that will result in greater learning opportunities for our students.

C. Establishing Options

We need to look into ways of institutionalizing more options for students in terms of gaining instructional goals; and those options, very frequently, may turn out to be technologically-based. At the present time, options tend to disappear when the instructors initiating them disappear; there is no guarantee of carry-over. This is what we mean by institutionalization. Therefore, we must begin to provide for the restructuring of curricula designed to create freedom which encourages the learner to work beyond the actual organized and prescribed elements. This may be facilitated through technologies which permit individual student learning environments. In this way students will become more involved in their learning.

We need to encourage private industry, regional labs, and R & D centers in concert with education to generate enough varieties of curricula to permit a student to build his own educational program. Technology is an effective means of individualizing instruction with wide student choices of basic curriculum paths.

D. Administrative Structure

We may have to examine administrative structures to find out how they can facilitate the kinds of programs in which we are interested. Regional units and interstate units, such as the regional network in Iowa and the interstate school district formed two years ago in New Hampshire and Vermont, should be explored. Also, networks, consortia, and administrative structures in, and between, schools should be looked at carefully to see if they permit the kinds of things about which we are talking. Cooperative efforts such as these should be encouraged. These efforts change institutional territoriality, permit greater flexibility, and should provide increased productivity.

(Report of Study Committee, Group V continued)

E. Pressures and Trends

There are a number of pressures building up at the present time which will cause changes to occur in the governance of education. As a result, we will need to address ourselves to such problems as taxpayer revolts, with heightened interest in cost effectiveness, accountability, and additional sources of funding; teacher militancy; student unrest; outmoded methods of instruction (e.g., 19th century methods for the 21st century population); community concerns over the quality of the product put out by the schools; and the need for constant adjustment and renewal.

As a result of these pressures and others, certain trends can be identified. Some of these are:

1. Greater centralization of funding and, as a result, greater curriculum change.
2. Increased student pressure for structural and curricular reform.
3. Local pressure groups (e.g., minorities) seeking more local control which will hinder or enhance change.
4. Reactions to student militancy.
5. Increased involvement of the courts in educational matters.
6. Professional negotiations tending to reduce themselves to labor-management situations.
7. Increased use of independent study and individualized instruction by schools.
8. More cooperative arrangements (e.g., consortia).
9. Experimentation with alternative systems of education.

III. ACCOUNTABILITY

As an outgrowth of the discussions of the super structure which governs education, we found ourselves discussing accountability as it relates to the curriculum and the learner in the affective domain. The impetus of contract learning, Program Planning and Budgeting System (PPBS), and cost effectiveness may cause many educators to accept accountability as a necessary fact without sufficient thought concerning the consequences. Although accountability has many benefits, it may be more compatible with the cognitive domain. Media may be so narrowly utilized in the schools that little or no effort may be made to develop and utilize media there in the affective domain. We should not overlook the fact that affective learning does occur in the schools; accountability can be related to observable student reactions to education (e.g., attendance patterns, dropout rates, enthusiasm). Greater efforts need to be made to incorporate the use of media to provide experiences that relate to the affective domain.

(Report of Study Committee, Group V continued)

Questions of Concerns

1. Must all education be product oriented?
2. How much of the curriculum should be devoted to the cognitive domain, how much to the psycho-motor domain, and how much to the affective domain?
3. What is the cost benefit ratio of an accountability program?

IV. CONCLUSION

It is the feeling of the committee that its role was to raise significant questions and to identify problems and not to prescribe procedures or to provide solutions. The issues are varied, complex, and important. Solutions cannot be standardized for each community, state, or region. That which has been presented here can only be pursued by each delegate.

COMMITTEE MEMBERS:

Robert Heinich, Co-Chairman
Dale Montgomery, Co-Chairman
Boyd Bolvin, Recorder
David Little
Roy Moss
Richard Pfund
Victor M. Rivera
Lowell Thompson
Charles Vento

* * * * * *

V. Tenth General Session adjourned at 10:45 p. m.

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ELEVENTH GENERAL SESSION

Friday, August 21, 1970
8:15 a. m.
Presiding: Charles Vento

I. It was moved and seconded that "concerns" sent in by each delegate prior to the conference be printed in the Summary Report. Carried.

II. It was moved and seconded that the name of the organization (state affiliate) be printed in the Summary Report with the delegate's names. Carried.

III. Lida M. Cochran, Report Editor, pointed out some variations in points of view represented in the reports and asked for instructions. It was moved and seconded that all five study committee reports be printed as written. Carried.

(Eleventh General Session continued)

IV. Study Committee, Group V, the "Uncola Group", gave the official name of their report as "Related Concerns of Redesign."

V. J. Richard Pfund, Chairman of the 1970 Planning Committee, reported on recommendations of the committee relating to the different methods of inviting Okoboji Conference delegates in 1971. With the ever-increasing number of AECT Affiliates, it is necessary to study the methods by which others can be invited. The regulations controlling the Okoboji invitation list, starting in 1971, will be:

A. Ten delegates will be voted back from the previous year's conference. (When a delegate has attended three consecutive years, he is not eligible to be voted on to return the fourth year. He could be invited some other way.)

B. The Planning Committee for each year receives automatic invitations. (The Planning Committee is appointed by the President-Elect of AECT, who will be President at the time of the meeting the following August.)

C. One delegate from each State Affiliate of AECT. (States with more than one affiliated group can send only one delegate.)

D. Eight persons to be appointed by President-Elect of AECT. (Includes those officers and members of the Executive Committee and/or others he may designate.)

E. International Representatives. (Not more than three will be invited any year.)

F. Six advanced graduate students in Educational Communications and Technology. (Students are nominated by their universities. The Planning Committee selects six of the nominees.)

G. Resource delegates invited by Planning Committee. (Not more than six will be invited.)

H. One delegate from Division of Educational Technology of NEA.

I. One delegate from NAVA.

J. The Iowa Committee for Okoboji Conferences will handle all office, transportation, housing and meal functions, provide equipment where needed, and take care of related conference details. (The Iowa Committee is appointed by the Chairman of the Iowa Committee for Okoboji Conferences each year.)

Lee W. Cochran, Chairman of the Iowa Committee, reminded the group that housing at the Iowa Lakeside Laboratory is limited to approximately 85 to 90 delegates.

(Eleventh General Session continued)

VI. William Oglesby presented the findings of a survey conducted to identify a theme for 1971 which the delegates thought appropriate for study and consideration. He had twenty-two suggested themes which he presented on the overhead for the delegates to study.

William Oglesby

A straw vote was held. The six themes with the highest number of votes was listed. It was moved and seconded that the 1971 Planning Committee be given the six themes receiving the highest number of votes as suggestions for the theme for the 1971 Okoboji Conference. Carried.

VII. J. Richard Pfund announced the 1971 Planning Committee as nominated by Robert Heinich, President-Elect of AECT. All had agreed in advance to serve:

Chairman:	Lewis Saks	Roger Kueter
	Philip Carlock	Dale Montgomery
	Joseph Giorgio	Arthur Suchesk
	Sister Sigrid Hutcheson	Charles Vento
Ex-Officio:	Robert Heinich	
Ex-Officio:	William Oglesby	
Continuity Consultant:	J. Richard Pfund (Chairman of 1970 Planning Committee)	

VIII. The resolution from Study Committee Group IV studying Trends and Prototypes was approved. (See page 77 for wording of the resolution.)

IX. James Tully on Athletic Committee presented awards for Outstanding Athletic Ability shown during the conference.

X. Sister Sigrid Hutcheson of the Planning Committee presented Scholarship Awards to graduate students. Fifty dollar scholarships, to cover housing, meals, and registration fee, were given to the five graduate students attending the conference. Those receiving awards were: Roger Kueter, Dale Montgomery, Sharon Owen, Lotsee Smith, and Violet Wagener.

XI. J. Richard Pfund announced that Okoboji Participation Certificates for all delegates attending for the first time this year were available in the back of the room.

(Eleventh General Session continued)

XII. Lewis Saks, Co-Chairman, recognized the Iowa Committee for handling of all local arrangements prior, during, and after the conference. He stated: "You Are Beautiful."

XIII. Coffee break.

XIV. Leone Lake was thanked for her skill and dedication in editing the Blabbermouth, and for faithfully reporting news relating to the progress of the conference and all important related activities.

XV. Edward L. Anderson presented the 16th Okoboji Conference Summary.

Sister Sigrid Hutcheson presented the Scholarship Awards in the name of the Planning Committee and the delegates

16TH OKOBOJI CONFERENCE SUMMARY

Edward L. Anderson

Today we conclude the 16th Okoboji Conference. During the past five days we have lived "The Okoboji Process." Where else can the neophytes of a profession rub elbows and interact so vociferously with recognized leaders of that profession? Where else can there be such disagreement, dissent, cajolement and harassment while still maintaining the levity which so pervaded this group.

This 16th Okoboji Educational Media Leadership Conference was opened by our host Lee Cochran who related the history of Okoboji and the themes of past conferences. He expressed his gratitude to the many delegates who had submitted their concerns which were used by the planning committee in their work. Lee further indicated that involvement is the key to Okoboji, for without delegate involvement this would be "just another conference." In concluding, he charged the delegates to: "Contribute to the conference, for it is your conference. And when the final report is published it will be the report of every delegate who has attended."

The conference keynoter, Dr. Curtis Ramsey, Kent State University, very ably discussed the revolutionary changes which are taking or have taken place in the world in which we live. Effectively utilizing slides with his presentation, Dr. Ramsey related how seven revolutionary forces--nationalism, modes of transportation, manufacturing, scientific discovery, radical medical treatment and cure, new communication devices and new application of energy affect schools of today.

(Conference Summary continued)

Edward Anderson presents Conference Summary

Reminding delegates that the youngsters of today will be in control in the 21st Century, Dr. Ramsey shared his thoughts relative to media in the present, immediate future, not so distant future, and the Technological world in time to come.

Predicting a clash with curriculum specialists and a dispute with librarians, our keynoter concluded that in his opinion we would lose both battles. He left us with the questions, (1) who are we, and (2) what can we do about it?

Thus, the stage was set as Bill Oglesby stated following the keynote address, "You have given us a glowing picture of the future, but a painful and provocative picture of who we are. Let's hope we can relate and find some answers here at this conference."

An additional highlight of the first general session on Sunday evening was the tape-slide presentation by Lee Cochran entitled "Leadership in Educational Media." Produced by The University of Iowa, Audiovisual Center, the presentation emphasized the characteristics needed to develop leaders. Available from the producer, it may be utilized by state organizations in the development of leaders at both the state and local level.

It seems fitting that this, the first Okoboji of the 70's, should also be the first under the new name of our parent organization, AECT.

The elected co-chairmen, Charles Vento and Lewis Saks, very ably presided over the conference having as its theme "Redesign of Education: Media and the Learner in the 70's." Initial committees formed to study the conference theme were: (1) Support, (2) Learner, (3) Teacher, (4) Instructional Technology, (5) Role of Industry, (6) Trends and Prototypes, (7) Environment for Learning, and (8) An unstructured group which believed the selected topics were limited and much too narrow.

During the process of delineating topics and having delegates select their area of interest the true nature of Okoboji became apparent--nothing is static, little is sacred, and no one is immune from barbs of fellow delegates. Following the traditional self-selection process, delegates selected four topics for further study and the unstructured group comprised a fifth working committee. Thus, in the summary report one will find reports from (1) Learners and their Environment, (2) The Role and Functions of the Instructional Technologist in the 70's, (3) Teacher/Director of Learning, (4) Rationale, Trends, and Prototype for Redesign of Education, and (5) Unstructured, which became Related Concerns of Redesign.

(Conference Summary continued)

In true Okoboji style each committee approached its task energetically and enthusiastically. Each carefully weighed content, style, and format of their reports. Finally, as is customary at Okoboji, reports were presented to the total delegate audience for their consideration. After talking with several veteran Okobojians, I believe this was one of the most lively sessions to hit Okoboji in a number of years. Again, the maturity, capability, and good humor of the delegates prevailed under some rather difficult conditions. An amicable solution was reached and weary-eyed delegates retired for the evening. I believe you are to be commended for your conduct and composure in such a trying time.

A highlight of the Thursday morning general session was the presentation, followed by a question-answer period, by the Board of Directors of AECT. Their comments and concerns provided insight for the delegates into the workings of the national organization.

At this time Lee Cochran spoke about the formation of a Leadership Fund to promote leadership in the field of educational communications. He played a tape of the voice of Francis Noel who spoke of the unique experience of Okoboji in leadership development, and asked:

(1) Past and present delegates to help raise funds for educational conferences.

(2) 1970 Okoboji delegates to propose courses of action to implement the fund.

Lee Cochran concluded by indicating that the fund would be tax exempt when it is established. This will be no small undertaking as the goal is set at $250,000. Delegates, your serious consideration for this is requested. It is for a very worthwhile cause.

Recognition certainly must go to our hosts for this conference, Lee and Lida Cochran and the Iowa Committee. They have given immeasurably of themselves in order that this conference may function well. We certainly appreciate all the time and energy which they have devoted to this conference.

Also, it would certainly be inappropriate if we were not to recognize the planning committee for this conference. They have given generously of their time to ensure the best conference possible.

Certainly, each individual delegate has experienced a number of highlights during his career. Each, hopefully, will count Okoboji as one of those highlights. Each has been recognized by his peers as a leader in the profession or as one who has the potential for such leadership. Using the analogy as presented by Co-Chairman Lew Saks, the baby was conceived, carried, and delivered during the week. It will be left to the conference delegates to determine to what extent and to what heights "our" baby will grow.

(Conference Summary continued)

Remember, you are leaders from whence you came--each of you then has the charge to return to your peers and exert that leadership in the dissemination, development, and implementation of those recommendations which have been presented by your fellow delegates.

Going back to the words of our keynoter, who are we? What are we going to do about it?

You are now members of the Okoboji fraternity. You join the many outstanding leaders of our profession who have participated in this unique, exciting, and sometimes frustrating learning experience. Use what you have gained to further the development of sound educational practices which will benefit the most precious resource we have--the youth of our country and the youth of the world.

I think it fitting to close by retelling a story, originally told by Co-Chairman Charles Vento:

"Yes, it is precarious to be vicarious
In the age of Aquarius.
However, if we are not vicarious
The age of Aquarius may pass us by."

Thank you - it has been a most rewarding and fruitful week.

* * * * * *

(Eleventh General Session continued)

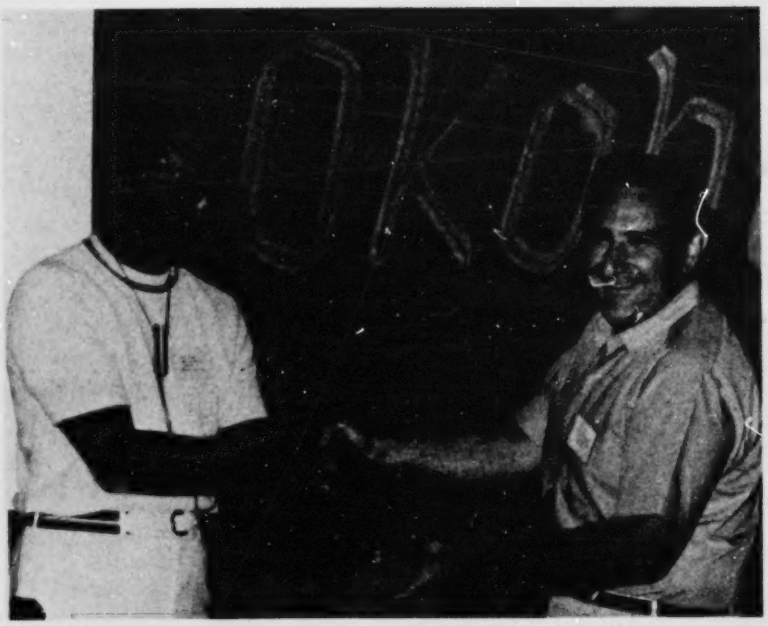
XVI. Charles Vento, Ted Rohr, and Philip Carlock gave a slide-tape presentation of a humorous take-off on the "Okoboji Story" events, ending with a taped presentation of Harold Hill's (revised) Um-Ga-Wa Story, the Legend of Okoboji.

XVII. Sister Sigrid Hutcheson, with the assistance of Richard Hubbard at the piano, led the new song "That's What Okoboji Is" which she had written for the occasion. (Editor's note: No doubt, it will hit the one million mark when released).

XVIII. Chairman of Rest, Joseph Giorgio, returned the gavel and was given an ovation for keeping "nit-picking" out of the 16th Okoboji Conference and chided for neglecting "rest".

(Eleventh General Session continued)

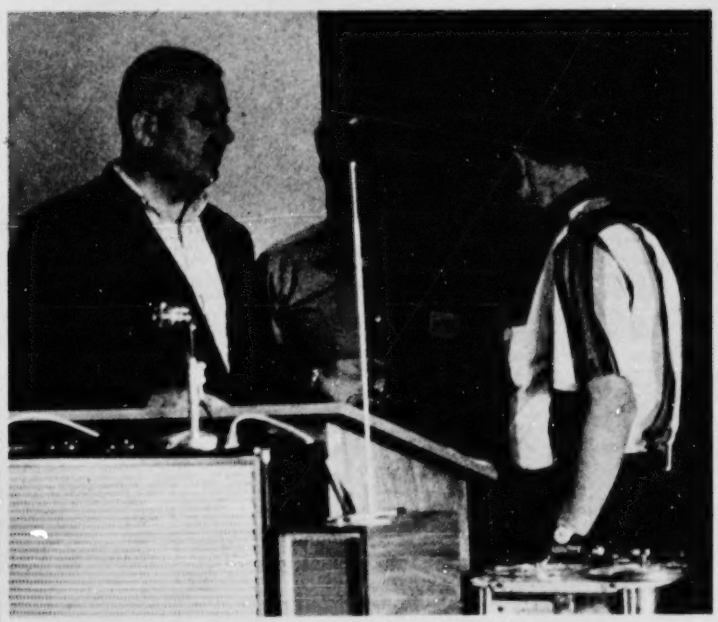
XIX. Lewis Saks had previously charged Sister Hutcheson to write a song "You're Beautiful" for all Okoboji delegates. He further stated that "Leaders are nurtured at Okoboji and from this experience you enhance your own image."



J. Richard Pfund receives "Rest and Nit-Picking" gavel back from Joseph Giorgio for safekeeping until 1971

XX. Lewis Saks and Charles Vento, Co-Chairmen of the 16th Okoboji Conference were given a fine ovation for their able service and returned the gavel to Lee W. Cochran, Chairman of the Iowa Committee, for safekeeping until the 17th Okoboji Conference in 1971.

XXI. Lee Cochran called upon Erling Dale, Oslo, Norway, and presented him a special Okoboji certificate for having come the greatest distance to the Okoboji Conference. Dale gave a short talk on his experiences at Okoboji and thanked the delegates for their fellowship, and information he had received. Victor M. Rivera, Puerto Rico, also gave a short talk and thanked the delegates saying "A thank you from Victor M. Rivera, my greatest benefit has been in the affective domain: beautiful evidence that you see, "What you can do for your country."



Lewis Saks and Charles Vento return the Okoboji gavel to Cochran

XXII. Lee Cochran closed the conference with the following comments: "On behalf of the Iowa Committee, we want you to know it has been a distinct honor to have had you here in Iowa at the 16th Okoboji

(Eleventh General Session continued)

Conference. We thank you for the wonderful recognition you have given our Iowa Committee. I wish to thank the 1970 Planning Committee and Chairman Pfund for a job well done, with outstanding cooperation during the past year."

"To those of you who attended for the first time, we hope you grasped the feeling of the Okoboji Process, and will profit from the experience. To those of you who have attended previous conferences here at Okoboji, I don't think you would have returned if your previous experience had not been rewarding, and we thank you for coming back to help 'structure' this unstructured conference this year. We hope all of you will carry the leadership banner back to your own states and regions. Now with AECT taking a good hard look at leadership, with its new committee for Study and Action in Leadership, you could perform a valuable service in helping start more "Little Okoboji" Leadership Conferences in your states."

"It is my belief that if a number of AECT members think positively about Leadership in the coming year, we can help guide our Association to a place of high respectability in the Educational World."

"I would pose a few questions for you to think over on your way home:

1. Are you prepared for leadership in the educational media field?
2. Are you prepared to show leadership in educational technology?
3. Are you looking to next year, and not still in the process of writing last year's reports?"

"In 1942 when we were in World War II, I was asked to keynote a conference called the Midwest Forum on Audiovisual. In preparing my presentation, I looked for a good rousing war slogan and found the following. I think it is just as appropriate today as it was twenty-eight years ago:

GOD GIVE US MEN
(Josiah Gilbert Holland)

'God, give us men! A time like this demands
Strong minds, great hearts, true faith and ready hands;
Men whom the lust of office does not kill;
Men who possess opinions and a will;
Men who can stand before a demagogue
And damm his treacherous flatteries without winking!
Tall men, sun-crowned, who live above the fog
In public duty, and in private thinking;
For while the rabble, with their thumb-worn creeds,
Their large professions and their little deeds,
Mingle in selfish strife, lo! Freedom weeps,
Wrong rules the land and waiting Justice sleeps!

(Eleventh General Session continued)

"Thank all of you for coming, and God speed you safely on your way home. The 16th Okoboji Conference stands adjourned at 10:45 a. m."

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EDITOR'S NOTE:

We take great pleasure in giving credit to several people for contributions that are not described in the body of this report:

1. To Dr. Lowell Thompson, Assistant Professor, New School, University of North Dakota, who served so ably as a resource delegate in bringing the story of the outstanding developments taking place in North Dakota in Elementary Education and Teacher Education. He made many presentations to small discussion groups during the meeting. (For a brief description of "New School", see Readers Digest, July, 1970, "They'll Never Stop Learning - Excitement in North Dakota.")
2. To Gordon Tubbs, Eastman Kodak Co., Rochester, New York, for his clever fables that gave him the name of "Maharishi Tubbs," and brought to the delegates several moments of laughter in five days of weighty discussion.
3. To the "Arnolds Park Fife and ?" who provided us with musical entertainment and go-go dancing.

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1971 OKO[illegible] LANNING COMMITTEE MEET

For the first time, the next year's Planning Committee was appointed during the 1970 conference, allowing the committee to have two important short meetings before leaving the Iowa Lakeside Laboratory.

At the first meeting on Thursday afternoon, August 20, 1970, the committee was provided with an outline of the responsibility of the committee during the coming year, with a time schedule for each event. Chairman Saks suggested the committee meet immediately after the conference adjourned, prior to lunch on Friday, August 21.

The second 1971 Planning Committee meeting on August 21 was called to order at 11:00 a. m. by Chairman Saks. He asked William Oglesby to provide the committee with the six themes suggested for the 1971 Okoboji Conference. These were discussed. Two of the suggested themes were combined to form the theme in 1971: "Accountability and the Media Professional". This topic received 100% approval by the committee. The committee briefly discussed dates for the next committee meetings. Responsibility to make a decision was placed on the chairman, Lewis Saks. Adjourned at 11:30 a. m.

APPENDIX

These were the concerns submitted by the delegates to the 1970 Okoboji Conference. They were distributed at the opening of the conference and used by the Planning Committee and by other delegates to help formulate the discussions.

MEDIA AND THE LEARNER IN THE 70'S

1. EDWARD ANDERSON

   A. What is the relationship of the various patterns of school organization to the learner and the utilization of media in the teaching-learning process?

   B. Can there be developed facilities and programs which will allow for and encourage the learner to become a producer as well as a user of the various media which are available?

   C. What is the appropriate role of specialists in learning theory, curriculum, media, etc., in the development and validation of learning materials to be used in individualized instructional settings?

   D. How can media be effectively used to change learner behavior in the affective domain?

   E. What changes must take place in teacher education programs to ensure that those individuals certified to teach will be able to function in a media oriented environment?

2. RICHARD A. BARRY

   A. One of my major concerns is the methods and means necessary to follow-up on in-service training of teachers in educational media. Much time and effort have gone into planning of in-service courses for teachers. Most school districts have given salary credit for this type of activity, and justly so. The purpose of in-service training is to improve the quality of teaching in a school district. How do we know that the improvement takes place? I propose follow-up activities to determine if the behavioral objectives of in-service courses have been met.

   B. Another concern is why the world of education moves so slowly to take advantage of educational innovations, and why innovations take so long to catch on in the world of academe. In fact, it seems that change takes place more slowly in the field of education than in other professional fields. Why, for example, do teachers use only films in their classes? Why not other media in the array of tools available? Is the problem one of communication?

   C. I see in the 70's the role of the educational media specialist to be more in the nature of the change agent than in the past. The media specialist will encourage the installation of the systems approach to instruction.

   D. In the preamble to the New York City Board of Education contract with the United Federation of Teachers there is a key word. It is "Accountability." This word is the important one in the 70's. Teachers will be more and more held accountable to the taxpayer for results of his educational endeavors.

   E. I see for the 70's a reform in the curriculum to meet the problems of a changing world and to cope with the information explosion. This can only be accomplished with the use of technology.

3. MRS. ARLO BECKLUND

   A. The need to meld or "jell" the teacher, the librarian, and the av specialist. To accomplish this, the teacher can no longer be the principal source of information, attitudes and values. She must now be taken out of the middle of instruction and placed on the edge to become the organizer, planner, facilitator and the learning engineer, not to dispense information but to set up strategies to plug in the hardware, software and human ware.

   B. The need to make the teacher accountable for teaching every single student. The school must guarantee a minimum level of proficiency for each student. The old normal curve must go. This will involve individualized instruction: small group or individual. In changing to this kind of instruction, the teacher will have to conform to children's learning methods.

   C. The need to use all of the major strategies of the multi-media approach in instruction. For instance, what can we do with TV?

(continued)

D. The need to connect the resources of the media center to learning. Physical conditions will be influential. We have to break down the walls of the classroom.

E. The need to alter the professional preparation of the media specialist. In the small school one professional person will have to staff the media center with, if he is lucky, an aide. The AV person is going to have to learn library procedures as well as the librarian having to learn AV procedures. Both will have to broaden their knowledge in curriculum and instruction.

F. The need to establish state certification requirements for the media specialist, media technician, and media aide.

G. The need to provide our student teachers and student media specialists with an opportunity to observe and participate in instruction in schools using the multi-media approach to learning effectively.

4. BOYD BOLVIN

A. To provide the multiplicity of print and nonprint media necessary to meet the learning needs of students in the 70's requires considerable financial support. Yet, educational institutions and systems receive limited funds today with which to conduct their programs, and some are experiencing serious financial problems. How, then, can we possibly obtain adequate financing to provide the media programs designed to meet the learning needs of our young people? Is a "partnership" between education and big business the solution, or partial solution, to the financial problem?

B. In spite of the many technological devices available today to facilitate learning and the (often-stated) importance of placing the emphasis on independent study and individualized learning, the classroom still remains the focal point of the teaching-learning process and the lecture method the principal approach to instruction. How can we change the emphasis from "teacher and instruction" to "student and learning?"

C. Some have predicted that there will be more direct instruction brought into the home and much more emphasis on self-instruction in the 70's. This would seem to indicate the need for greater and more effective use of the television medium and for increased utilization of computer-assisted instruction, remote-access information retrieval systems, and other technological devices designed to aid the individual learner. Again, how would we "pay the bill?" How would an extensive program of individualized learning be made economically feasible?

D. How can media be used most effectively in facilitating learning for the socially or economically disadvantaged and for the blind or other handicapped persons? How can media help to solve some of the problems of the ghettos and other urban areas?

5. PAUL BRANUM

Perhaps the conference should lend itself to the consideration of accountability. The relationship of media and the learner in the 70's will be based on how we have related to the learner in the past and how we are relating to the learner today. We as teachers are accountable for these relationships

In the future we should be held accountable:

1. For the failure of students
2. For the lack of motivation on the part of students
3. For not "modernizing" education
4. For failing to communicate with the public
5. For the money and time spent on programs we think "might" work
6. For failing to practice what we preach

By becoming accountable for the results of our actions, perhaps we will become more successful teachers.

6. ROY E. BREZNIK

What will be the effect of the accountability movement on media and the learner in the 70's?

A. Is learning by performance contract really new?

B. Are the results of the Texarkana project recently reported by the O.E.O. as phenomenal as they seem?

C. How permanent is the rapid learning which is achieved by performance contracts? Will initial gains disappear after a few months? Does the contract contain a clause to penalize the company if such learnings do disappear?

D. What are the strengths and weaknesses of performance contracts?

(continued)

E. Since the passage of time is necessary to settle the issue of retentivity of learning, should we wait awhile before jumping into the sweep? (25 U. S. school systems have already committed themselves for contracts as a result of the Texarkana project).

F. Could the same results be obtained by paying schools or teachers for similar results?

G. If learning by contract with industry is as effective as publicity seems to indicate, what is the message it has for the education profession?

7. LEE E. CAMPION

Cost Effectiveness

A. Anticipation

1. The educational establishment will have to prove accountability for cost effectiveness in teaching and learning.

2. Teachers will also have to bear a major share of this responsibility.

B. Problems

Is the educational establishment capable of developing cost effective analysis techniques to determine whether or not they can be implemented?

C. Future of educational technology in the improvement of instruction

1. Are we capable of applying educational technology to improve cost effectiveness?

2. Can educational technology help us be accountable in achieving our objectives?

Redesign of Education

A. Anticipation

1. In 1970 major efforts will be made to completely redesign education.

2. Tremendous strides have already been made in New York State (will make homework material available).

B. Problems

1. Is the educational establishment capable of redesign?

2. Will the community support major redesign efforts?

C. Future of educational technology in the improvement of instruction

Will our field be able to display a major role in any and all redesign efforts?

New Concepts and Curriculum Approaches

A. Anticipation

1. Leaders in our field will mount major efforts in the planning and development of new concepts such as the humanities, visual literacy, environmental learning, sex education, etc.

2. The communications technology field will be much more active in planning and development in the above areas.

B. Problems

1. Does the discipline of communications technology have the resources to mount major problems of this nature?

2. Will the educational and commercial field be able to produce and economically distribute the kinds of materials necessary to mount major programs of this nature?

C. Future of educational technology in the improvement of instruction

1. A greater emphasis in new curriculum areas will be placed upon the field of communications and technology.

2. Communications and technology material and techniques will lead in further programs for teaching and learning.

8. PHILIP D. CARLOCK

A. What pathways can be identified that will allow for media to aid in the learning and systematic approach in instruction?

B. Will proper software and media allow for the output of knowledge to increase the cumulative knowledge of any individual student?

C. When can we in education be proficient to analyze the individual student and prescribe media and/or learning activities to produce a controlled behavioral change?

D. When does the educational media specialist rightfully become the dictator of content and curriculum in the educational program?

E. If media is the keynote to learning in the 70's, how do we evaluate its progress and effectiveness?

9. MILTON CHRISTISON

A. That education will (finally begin to) apply technology on a significant scale.

1. Will we develop the vast numbers of trained media people needed for such an educational system?

2. Will we as a society provide funding for the vast amounts of money needed?

3. Will we as a sub-profession begin to develop a multi-media approach (AV + Lib. + Text materials) to learning materials and techniques?

B. That new types of equipment will be dev.loped with accompanying software collections.

1. Will we as media experts be able to evaluate and incorporate into education what is good while rejecting the crud?

(Websters... "Crud... a deposit or incrustation of filth, grease, or refuse..." for examples consult some of our publishers catalogs under "Black Studies," or "sex education.")

10. LEE W. COCHRAN

A. What will education look like in 1980?

I agree we have made some progress in media in the 60's, but it has all evolved from piecemeal production of both hardware and software, and emphasis on such things as multi-screen presentations, that could be primarily classified as a "nice show."

When will we in education realize we are experimenting with the most cherished and important thing in this country, "the minds of children." From the developments in the late 60's, I believe we have carried the "old school tie" a little too far, and it is later than we think.

While we, in audiovisual argue over the merits of whether the distribution of learning materials will be done in an AV Center or a Library, and who will be in charge of caring for those precious films, filmstrips, tapes, etc., the children of this country are rioting against the "system," and we are the "system."

It seems that in education there is more "passing the buck" than in most any other industry in this country. The administrator blames the teacher, the teacher blames the administration, and they all blame parents for not "bringing their children up right."

This country has always seemed to think that money was the answer to everything. We have spent billions of dollars on education in the past twelve years, but has it given us a better education for children? Oh yes, it bought new projectors, new films, and related materials, but can we prove they have made a major contribution to learning?

B. What can the delegates to the 16th Okoboji Conference do to point the way to improving the educational system so it will be acceptable to the children and youth of this country?

Possibilities:

1. Develop a series of working papers relating to the overall problems in education, and indicate how we think integrated media could improve this program.

2. Could the above proposed working papers be prepared so they could have open-end statements that other educational groups could and would be willing to use in study programs?

3. How can we best approach other educational groups in such a national study of "restructuring the educational system" to meet the needs of students in the 1970's? I am aware of some of the studies already started.

11. LIDA COCHRAN

We need people changers.

A. I am concerned that in our efforts to improve instruction we tend to focus attention on products and processes, but ignore the importance of people. We are knowledgeable in the use of "software" in "hardware"; we discuss communication theory and advocate a systematic approach to instruction; we have not spent enough time developing people capable of influencing people, --preparing the leaders to change the attitudes of administrators to change the behaviors of teachers to provide opportunities for students to learn, --preparing the leaders to influence the people who pay the educational bills and pass the legislation affecting education.

B. We need leaders to tackle many questions. What is the purpose of a professional association? What is the responsibility of AECT to the learners of the 70's? How will the schism developing in the educational community--NEA vs. its former departments, AECT, AASA, AAHE, ASCD, etc. --affect public education? Will the power struggle and emphasis on teacher welfare diminish the teacher's stature in the eyes of his students? Who will inspire a love of seeking truth, joy in learning, respect for the rights of others, and dedication to a cause greater than self, when the teachers are out on strike?

C. We have the technology to provide learning opportunities uniquely suited to individual needs. How do we develop the people to make this potential a reality for every learner? How much time do we have to work this miracle? Is the educational establishment--with its chain of command, its traditions, its teachers with tenure, its rigid colleges of education, --an immutable object? Or can education change as needed to guide the irresistible forces of social change?

D. What should be our attitude toward the commercial companies who, long accustomed to using technology to identify and solve their problems, are so convinced that technology can improve instruction that they are willing to guarantee that their materials will produce a specified level of achievement for a stated percentage of pupils enrolled, or they don't get paid?

E. Is there a danger that we may become so enamored of the IMC concept that the pioneering, missionary spirit, historically characteristic of AV personnel, will be diminished? How do we make ourselves realize that when we are proclaiming the need for changes in education, we also must continually change? IMC's are serving a good purpose now but they will not be the last word in providing learning opportunities for students.

12. NILE D. COON

A. How can we incorporate into our educational program more technological applications toward the improvement of learning and at the same time provide for increased humanistic aspects in education?

B. How can we assist the institutions of higher education in their quest to improve teacher training programs so as to have greater awareness of and actual experiences in the applications of technology in education?

C. What provisions should be considered for providing supplemental and supportative and instructional media materials for individualized instructional programs and modified adaptive learner programs.

D. What provisions can be incorporated into our educational programs to include greater dissemination of information obtained through research and development so as to avoid duplication of efforts in the pursuit of educational improvement?

E. What will be the effects of the applications of industrial learning in the schools? Example: How can an industry guarantee that it will teach and get desired results when in education we can offer no guarantee?

F. Should steps be taken by education to help guide the informal mass media influences upon the learning of preschool children?

13. ROBERT M. DIAMOND

If the instructional programs that evolve during the 70's are to meet the needs, interests and abilities of each student, they will require effective utilization of media. It is only by the process of relegating to independent study the presentation of information that we can truly individualize instruction by making maximum use of student and faculty time and talent. This approach to education is not possible without the proper application of instructional materials and equipment.

In effect, it is only with the availability of new media that the new patterns of instruction can be effectively implemented within the range of existing resources and fiscal limitation. Without media, true individualization is impossible.

To accomplish this we need a new concept in the design of materials, in the structure of facilities, in the process of education, and in the role and capabilities of those of us in the media profession.

14. ROBERT C. GERLETTI

A. Why don't we have replicable, transportable systems or models for teaching content and skill areas at all levels?

B. What should be the relationship between man and machine?

C. What effect on the use of media will the union movement in education have?

D. What is the role of ERIC in education?

E. To what extent can the field agree on a thesaurus for bibliographical information on all types of media?

F. How do we provide leadership programs for people in all stages of development in the field?

G. What is the role of broadcast television, ITFS, and closed-circuit systems as they relate to instruction?

H. Can we apply systems analysis to the selection of media in most learning situations?

I. How do we develop field testing abilities and skills so that we can measure the effect of the use of media?

J. What kind of resources are necessary to use in media urban areas?

15. JOSEPH F. GIORGIO

Once agreed that technology will display a definite role, learning theorists must address themselves to the variables, that will influence and shape the curriculums of the 70's. As these variables permeate the humanization of learning and our desires for the improvement of instruction we should not forfeit our high standards or responsibility of selection.

My concerns are directly associated with conditions that surround the learning environment as they reflect the need for:

A. Certificated personnel in positions that are directly responsible for the effective utilization of media.

B. Systematic plans designed for the evaluation of media in accordance with the instructional objectives.

C. Self-instructional programs in which students can perform tasks at their own rate.

D. Elaborate pre-service and in-service programs training teachers in the selection and effective utilization of media.

E. Public commitment for the support of instructional programs envolving the use of media.

F. Maintaining local control of educational programs as:

1. Our need for state and/or federal funding increases.

2. The "systems" designed for instruction by the giants of the educational industry are made attractive.

16. JACOB A. HAROIAN

A. Mario D. Fantini of the Ford Foundation recently said "we are expecting an educational system rooted in the 19th century to solve 20th and 21st century problems - diversity is needed in our schools." What is the role of instructional technology in bringing about this much needed diversity in our schools during the 70's?

B. In 1969, school districts throughout the country had their budgets rejected by concerned voters. To insure that this does not happen again many school districts are turning to Programming Planning Budget System (PPBS). What effect will its use have on the use of technology and educational media in the improvement of instruction in the 70's?

C. "Accountability" is the word of education for the 70's. The emphasis will be on what learning results have been achieved. How does one evaluate the performance of the educational media leader as he tries to improve instruction in the 70's through the use of technology and educational media? Should the results of education be subject to audit? What are the implications for the educational media leader of the "performance contract with private industry?"

D. In the March 1970 issue of Phi Delta Kappan David Engler expressed concern about the dehumanizing effect instructional technology can have on education. How can we use instructional technology in the 70's to humanize our curriculum?

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E. Federal funding of education has in many instances produced poor results. What criteria can be established to stimulate creativity and innovation in the 70's through the use of federal funds? "Can the poor results achieved through the use of federal funds be avoided if proposals requesting federal funds are based on specified performance objectives?"

F. Will the joint Standards for School Media Programs as developed by ALA and DAVI really bring about an improvement of instruction in the 70's?

G. What is the role of educational media in the improvement of instruction in the 70's under?

1. The Tuition Voucher Plan

2. The Pupil Teacher Contract Plan

H. How can we use technology and educational media in the 70's to combat the problems of drug abuse and increased student activism?

17. HAROLD E. HILL

My principle concern is that the conference must not lose sight of the fact that the emphasis must be placed on the "Learner" rather than the "Media." We must concentrate, during our deliberations, on what we want to have happen to the learner and then consider how the proper application of the media to established learning objectives will help the student reach those objectives.

I am concerned that we not talk about "imposing" media on an already existing curriculum or learning situation; but rather, that we discuss ways of working with fellow faculty members to take a "new look" at their courses with the objective of "integrating" media properly so as to bring about optimum results.

I am concerned that we not let methodology "get in the way" of good learning. This seems to happen often when practitioners merely begin to try to find ways to "use" media, because it seems to be the "thing to do." This is merely another way of expressing my fear that we too often start at the wrong place in our examination of how the media can help in the learning process.

18. RICHARD D. HUBBARD

Assumption: That in spite of all our efforts we have not progressed so much in the past 40 years that new hopes, new developments, new goals and objectives, and new approaches can be anticipated for the media field in the 70's.

Problem: A critical evaluative analysis of the past decade is necessary to give direction for the next. Specifically, how and why has media made learning more meaningful and how can media be more efficiently and effectively applied in the learning process?

Anticipated topics:

A. General relatedness of designing curricula for a changing society, developing behavioral objectives and systems analysis for education change.

B. Media applied in differing learning/teaching strategies:

1. Special emphasis on individualized instruction

2. Large group

3. Small group

C. Use of media in assisting the learner in personal and world problems - mental health to environment control.

D. Application of media in special learning situations--disadvantaged, handicapped, gifted, etc.

E. Accountability in the media field as related to the problems of:

1. Purposes of and means for the "educational revolution."

2. Professional and para-professional training in media (elaborate on the competencies).

3. Implementation of "standards."

4. "Talking" with groups - inside and outside of education.

5. Defining the total Ed Com program - who we are.

19. MAYO J. HUISMAN

A. Do we as educational media specialists give as much consideration to the learner's uniqueness as we do the uniqueness of a particular medium? Let us use all modes of communication for all they are worth, but let us at all times keep relevance, readiness, and the learner's uniqueness in mind.

B. What assurances do we have we are building into instructional systems design the necessary flexibility to meet the unique needs and aspirations of the individual learner?

C. "Media for the learner in the 70's"--Are we as media specialists prepared to answer questions to public as well as our school patrons on matters of accountability, cost-benefit ratio, etc., using acceptable research designs and statistically significant findings?

D. Report of the Commission on Instructional Technology. --Can we as a leadership group study carefully the many facets of this report as they pertain to the learner and focus in on a course of action for the 70's?

E. Instructional technology is not only hardware but it is also a process by means of which we apply the research findings of the behavioral sciences to the problems of instruction. How can we as media specialists help the learner and more specifically the lay citizen resolve this red herring between humanism and technology?

F. There is a frequent assumption that content must be associated with just one type of carrier and that a group of students can best learn a particular fact or concept by means of a single carrier of knowledge. Are we as media specialists giving due consideration to matching the uniqueness of an individual learner and his style of learning with the most appropriate carrier of knowledge that most closely matches these learner characteristics?

20. CHARLES H. HUNGER

A. Implementation format for ALA/NEA Media Standards. What do we try to implement now and what do we delay?

"All the films, filmstrips, records, programmed texts, television, and computer programs do not fill more than 5 percent of these class hours." The above quote is taken from the recent Committee on Education and Labor publication entitled TO IMPROVE LEARNING and gives an indication of the somewhat minor role media is presently playing in the school rooms across the country. It becomes apparent to this writer that we have not done a good job in selling the media to teacher, administrator, student, parent or most important--the taxpayer.

B. Is a marriage needed, necessary, or inevitable between librarian and audio visual specialists?

In Ohio new certification scheduled for implementation January 1, 1972, lists one media certificate. The old library and audio visual certificate will be eliminated. Is this an assurance that the learner will have greater opportunities with media in the future or does this merely complicate matters?

21. SISTER SIGRID HUTCHESON

A. Media and the Learner

1. Do we have common criteria for "good" education? What do we want the child to become, to value, to sense, to enjoy, to understand? How do we want him to behave toward others; to what do we want him to commit himself? Are we satisfied with a low drop-out rate and high economic efficiency as criteria of success?

2. Does the direction we are going in individualized instruction emphasize things at the expense of people, production more than the learning process? Is the student learning to live with, learn from and communicate with others?

3. The college student of the 70's is the Sputnik-NDEA-ESEA product of the 60's. He wants his education to be a process of living, not a preparation for life. He says the real world is people. What type of structure or non-structure, mediated or non-mediated instruction will meet his needs and the needs of the society of the 70's? How are these needs different from those of the preceding decades?

B. Media in the 70's

1. Are we conscious of the type of learning environment we are creating for our students? What is the relationship between the limited environment of the school and wider environment of life? Since the amount of learning that occurs outside the confines of the school is becoming increasingly significant, what is our responsibility as educators in trying to shape this wider environment?

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2. Confronted with the magnitude of the information explosion we agree that we cannot possibly teach all about a subject. Can we use media successfully to teach what a subject is all about? Are some forms of media simply new disguises for the teacher lecturing, i.e., the authority figure imparting information?

3. There are demands for new kinds of leadership in the media field.

   a. We need a more scientific theory of educational communication so that we can help to explain and predict the outcomes of educational practices. Can we effectively diagnose a student's learning style and educate him accordingly?

   b. We need people who are trained for a role somewhere between the professional educational psychologist and the day-to-day classroom teacher in order to implement successful media programs.

22. JERROLD E. KEMP

I interpret the theme of the conference - Media and the Learner in the 70's - as referring first to "the learner" as the individual student engaged in individualized or independent learning experiences, and then the role of media as how to best serve the learner in this situation. These questions need attention:

A. What is known about individual learning styles, such as verbal, visual, mechanical, and so forth? In what ways can they be recognized so that the students can be directed to most suitable experiences?

B. What principles of learning are most suitable for application to individualized instruction?

C. Is there a model or pattern of instruction that provides the most efficient process to assure successful and meaningful achievement by the individual according to his specific needs?

D. In general, what role can media best play in individualized learning experiences?

E. Which media are particularly suitable and adaptable for individualized instruction?

F. For using specific media, what equipment types and brands are most useful?

G. What facilities are necessary for using media in individualized programs?

H. What instructional planning processes are useful for designing individualized learning?

I. What is the role of the media specialist in this planning process?

J. What successful individualized instruction programs are taking place around the country and on various educational levels? What role does media play in each program and how has the local media specialist been involved?

I would hope that answers to the above questions could give us a firm basis for:

1. Justifying to other educators the key role that media must play in instructional programs in the 70's.

2. Changing the role of the media specialist from his primarily custodial function to the true professional working as a co-equal on instructional development projects.

The excellent report of the Commission on Instructional Technology to the President and Congress should receive our attention. Then, how do we, as highly qualified communicators, convince our political leaders of its importance for the future of education in the 70's?

23. ROGER A. KUETER

Learners differ. They differ in abilities; they differ in how readily they can memorize, in how readily they can come up with a correct answer to a straight-forward question, in their capacity for producing a variety of answers to a given problem, in their speed of visual perception, in their cognitive approaches, in the way they perceive themselves.

It should be obvious that recognition of such differences by those planning instructional procedures would facilitate the educational process. Here I use recognition to mean that learning acquired from any instructional medium is largely a function of two classes of factors exerting influence over the learner's behavior. These two classes of factors are: 1) those external to the learner, and 2) those internal to him. The external factors or variables include all techniques that the instructor employs to prepare and maintain the physical features of the instructional setting. In addition, external control includes any academic activity by the instructor, computer, or manager of the instructional situation related to the presentation of material. The internal factors or variables are the various aptitudes of the student. Cronbach (1967) defines aptitude as a generic term referring to, "any individual difference variable which functions selectively with respect to learning, that is, which appears to facilitate learning in some students and some instructional treatments while limiting or interfering with learning in other students and other instructional treatments."

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A. My concern here is whether or not educators, i.e., media personnel, instructors, administrators, and all those involved in instruction, are going to be willing to undertake a systematic exploration of the learner's aptitudes which presents an extremely complex picture?

B. If systematic exploration is to be undertaken, which of the aptitudes classified as intellectual, physical, social or emotional is the most important, if any, and what approach of investigation is the most feasible?

Intellectual characteristics can be explored in terms of mental ability and achievement; physical characteristics might include the developmental aspects of the child; social characteristics may be examined in terms of socio-economic status, values, social structure, and the like; emotional characteristics may be included under such headings as personality, motivation, attitudes, temperament, or interest. (Manion, 1970).

C. If it is worthwhile to isolate a particular aptitude, the next relevant concern is seeking means of affecting it. The problem focuses upon determining whether any interaction occurs between a selected internal variable of the learner and a selected external factor, (in our case the utilization of media).

If the above concerns are achieved, instruction in the Seventies will be more individualized and personalized. Majer, (1970) summarized the problem well in the statement: "One of the goals of research in instructional technology is to determine how to assign specific media to communicate best the concepts of particular learning materials. Thus, through the judicious assignment of media appropriate to the type of learning task, content, and individual learning differences, the goal of multi-media is to reach a greater level of instructional effectiveness than any single mode of instruction."

Cronbach, Lee J., How Can Instruction Be Adopted to Individual Difference? In Robert M. Gagne (Ed.) Learning and Individual Difference, Columbus, Ohio: Merrill Publishing Co., 1967.

Majer, Kenneth, "Differential Relationships Between Personality and Performance Under Dissimilar Modes of Instruction," AV Communication Review, 18:169-179, Summer, 1970.

Manion, Raymond D. The Effects of Student Characteristics, Teacher Characteristics, and Characteristics of the Instruction Upon the Academic Performance of Disadvantaged Elementary and Middle School Children, Proposal submitted jointly by Audio-Visual Center, Indiana University, Bloomington, Indiana; IPAT, Champaign, Illinois; and Mid-Continent Regional Educational Laboratory, Kansas City, Missouri, 1970.

24. LEONE LAKE

A. President Johnson's profound dedication to strengthening education was unprecedented. Federal aid to education brought new and additional teaching materials and equipment. Physical facilities were expanded.

Concern: The crisis in education in this Nixon administration. How can we as educators be more knowledgeable and involved in Legislation in order to make our congressional representatives and the public aware of the need for a high priority on education.

B. According to the AASL-DAVI standards the needs and requirements of today's educational goals have changed.

Concern: A new definition of the role of the teacher.

1. For effective use of the teaching tools and to successfully integrate them into the curriculum there is:

   a. A need for revision of teacher training in higher education to meet the needs of the new approach--mini-labs, teaching teams, computerization, programming, proper use of physical facilities, etc., etc.

   b. A need for in-service teacher training to incorporate new strategies of teaching and learning.

C. Is media meeting its responsibilities?

Concern:

1. Is instructional technology making integrated use of all media?

2. How can the learner have greater access to productive experiences?

3. Is instructional technology emphasizing its use on the reconstruction of knowledge, not just reproduction of knowledge. *Edgar Dale The News Letter, May, 1970.

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The following is from a speech by Warren L. Ziegler in his address to the Eighth Annual Conference of the National Committee for Support of the Public Schools, March 22-24, 1970. This is quite pertinent to the conference topic.

> "The traditional response of the school system to changes in technological, societal and normative factors taking place outside of schools is to attempt to pull the teeth of threats to the legitimacy of the system by introducing, at an exceedingly slow pace, instructional and curricular reforms. It is true that the hardware (the instructional technologies produced by revolutionary breakthroughs in communications and information processing devices) to accomplish such reforms may become available during the next ten to twenty years at acceptable costs. But the social and psychological consequences of introducing this new hardware are yet to be seriously examined. These consequences--for new definitions of teachers' roles, student behavior, system accountability, the decision-making apparatus, financial outlays, and educational goals have yet to be carefully thought through."

25. CARL A. LANG

In recent years in the education field the word "accountability" continues to pop up. In connection with this word is the term "behavioral objectives." When working with behavioral objectives, this tends to individualized instruction for each student. This then brings the following questions to mind:

1. How will the role of the classroom teacher change?
2. How will the role of the student change?
3. How might the administration of a school system have to change in order to utilize individualized instruction. (Credit hours, 50 min. classes, end of quarters, semesters, failed, grades, etc.)
4. What changes might have to be made with hardware presently used in the media field?
5. What direction will the software have to go to adapt to the individualized approach to education?

I would also like for us to look at what the individualized approach to education will do to the individual. Will this make him too much of an individual? Where will the contact be socially with other people since I believe this is more important than being able to add 2 and 2 to get 4. We still have an obligation to the student in terms of his social well being as well as his intellectual.

26. MARVIN H. LAVIN

A. The term Visual Literacy is appearing in audiovisual literature with increasing frequency. Yet, little progress seems to have been made toward defining, and virtually no development relative to conceptualizing this expression. With passage of time, we show increased dependency upon visual communication. At the same time, we seem to assume that our target audiences are able to receive and correctly "read" these messages without benefit of prior training. Are we to believe in a genetic inheritance-factor which provides us with this innate ability? Perhaps we are convinced that in the process of maturation we develop this proficiency in a "natural" way. Before too much longer, we must be able to answer the following questions:

   1. What is Visual Literacy?
   2. Must it be taught or is it acquired "naturally"?
   3. If it can be taught, what is the best way to teach it?

B. Educational technology is a threat to the majority of teachers. The role of technology and auto-tutorial in the education mix should be carefully described in order that many unfounded myths surrounding their use may be dispelled. Only to the extent that we are successful in allaying the anxieties of teachers will we succeed in bringing the benefits of instructional systems to the learner.

27. MILDRED H. LAVIN

A. We have come a long way since Robert Mager's behavioral objectives arrived on the educational scene. The importance of determining student behavioral outcomes has become accepted. My concern is that too often the "good word" is not shared with the student. Not making known to the student the reason for and goals of his task contributes seriously to failure at learning attempts. Unless objectives and the rationale for them are shared with students, the instructional system is lacking in two major factors. The learner must view his task in terms of meaningful goals made obvious to him. As media people responsible for the design of instructional materials and systems, and as leaders who set the model for others who prepare materials for learners, we should insure that the rationale for the task and the student's behavioral outcomes are made clear to him.

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B. Let us speak out, loud and clear, against the use of the term "Audio-Visual Aids" wherever we find it in use. This vestigial notion holds back the image of educational communications and relegates it to the crutch and baby-sitter status it has had in the past. Let us substitute Audiovisual Resources (if indeed they are) and encourage their use as integral aspects of instructional systems. If the materials are used as supplementary or remedial, they should also be viewed as Resources, not Aids. These messages are the education, not aids to it!

28. GERALD R. McKAY

A. What can we do about getting some similarity between states in the requirements for teacher preparation for different classes of positions in instructional media in both audio visual centers and those combined with library responsibilities?

B. What is an effective division of the work in IM centers - production, in-service training, distribution, teaching, public relations, counselling.

C. How can we get manufacturers to provide more compatibility in equipment such as video tape recorders, 2 x 2 slide projectors, super 8 sound-on film?

D. How can we get together and agree on some of the terminology used to describe our work in its various aspects? Granted that job descriptions are not the same from one system to another, it still should be possible to describe similar positions with similar terms. This would facilitate our exchange of ideas when we use staff lists from different places.

E. What techniques can we use to show cost conscious budget committees that our work is economically sound? In other words, how can we measure our results and compare them with the cost of our inputs? This is cost accountability. How do we do it?

29. FRANK J. MANZI

A. What role should we have in conjunction with the manufacturers and producers of instructional media and hardware? Can the impact of software and hardware be greater on the learner in the 70's if communications people are directly involved in creating said material?

B. What effect will the para-professional have on the learner in the 70's.

C. There seems to be a widening schism between library personnel and communications people. It seems to me if there is a problem, efforts should be made to unify so the learner benefits.

D. Can shared services, e.g., repair service, TV, etc. for a multi-district operation benefit the learner?

E. Has the radio been forgotten? What about media as conveyed through this medium? Have we become too visual---what about listening skills for our learner in the 70's?

F. Should we not try to provide personalized instruction on a wide scale through educational media in the 70's?

G. Curriculum design based on the individual learner. What role will media play?

H. Large print books?

I. The handicapped and the tape recorder.

J. The teaching of English to the "slow" learner through the use of pictures, i.e., Visual Literacy.

K. More teacher and student involvement in the creation of media. Teacher and student design systems would better mesh with curriculum as structured within a school district.

L. The Educational Communications persons should spend more time with teachers and students in the classroom. His impact on the learner through demonstrating proper use (how, when, & why) of media will be invaluable.

30. MICHAEL W. MELLO

As a delegate to Okoboji for the 1970 conference, I was instructed to list my concerns for the conference. If this were asked of me during 1969, I would have easily derived a long list of concerns especially in view of this year's topic, "Media and the Learner in the 70's". In January of 1970 I was asked to become a member of the Rhode Island Media Standards Committee of the Rhode Island Department of Education whose purpose was to develop media standards for Rhode Island for presentation to the Board of Regents. After these were developed (based on the National Standards), it was decided that the committee would remain in existence as a certification committee to develop a media certification proposal for the Board.

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With each passing meeting and draft proposal, I became more and more concerned with the actual, real affect of the media standards on media programs. I can picture in Rhode Island communities purchasing equipment only for the sake of meeting standards; of superintendents selecting unqualified persons as their media directors in order to get on the bandwagon: all because the Standards, national and state, are vague in those very areas where they should be strongest. My concern for the conference therefore is:

Rather than focus attention on the internal relationships of media and learning in the 70's, I feel it more relevant and valuable for this DAVI - University of Iowa Okoboji Conference to focus on policies and standards which will greatly affect school media programs. My first concern then is the affect of the joint Standards on school media programs.

While most so-called "media specialists" readily agree with the quantitative and budgetary recommendations of the Standards and the majority with the stated philosophy, problems arise in the areas of implementation, staffing, certification and internal communications.

As these Standards and their various local modifications being adopted in many states will have a significant affect on media and the learner in the 70's, I suggest that we develop a position on the problem areas. If any one topic is to dominate Okoboji, this topic would be of most value to me and my State organization.

31. MARGARET MILLER

A. That media appropriate to his needs and cultural background be readily available to each individual learner in the 70's.

1. That we take the leadership and responsibility we should in devising systems of instruction to meet individual needs--incorporating terminal performance objectives, corrective feedback, evaluation, and validation.

B. That we in the educational media field devise ways to keep other educators from carrying into the 70's their quite common misconceptions about the professional AV person being a technician interested primarily in hardware and methods of incorporating its use in the learning-teaching process, but with little background in curriculum or in theory of education.

C. That there are signs of jealousy between AV and library personnel--to use "pre-Media" terminology. Both groups are in the communications business. Both are responsible for efficient, effective storage and retrieval of information. Both should be willing to work as a team to offer improved learning opportunities to boys and girls.

32. HANS MOLL

The topic as presented is, of course, far too broad to be discussed in the time that we will have available. The topic must be broken down into smaller units. At least three major sub-topics come to mind:

1. The learner as a viewer of media.

2. The learner as a user of media.

3. The learner as a producer of media.

These can be further divided into sub-sub-topics, etc. This, I am certain, we can do at the conference.

I am, however, more concerned with the teacher or director of learning (librarian, peer group, para-professional, etc.) than I am with the learner himself. He, the learner, has always been several steps ahead of the teacher in the utilization of the media in his own personal communication (the telephone is one example. Even today, how many teachers use the telephone to bring information into the classroom?) I feel that our conference time would be better spent in exploring ways of (1) preparing teachers to use the media with their students; (2) helping the Director of Learning to direct the individual progress of the learner; and (3) teaching the teacher to be a professional leader of a team.

In short, I have faith in the ability of the learner to learn with the media; it is the teacher who needs our help learning to utilize the media.

I also feel a committee should produce a set of working definitions of our more common words so that the delegates can converse with intelligence. May I suggest "The Changing Role of the Audiovisual Process in Education: A Definition and a Glossary of Related Terms", AVCR Jan. -Feb. 1963 as a convenient starting point.

33. DALE MONTGOMERY

Historically, the learner has had a close relationship with the printed media. We need to explore and expand this relationship to include a balance of print and non-print media. In such an endeavor several factors should be considered.

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A. Institutional Factors

1. Are universities moving toward a balanced program of utilization in teacher preparation programs?

2. Are parents ready to accept more media for their children?

B. Program Modifications

1. Will media be used within the traditional framework of the curriculum, within the structural-process curriculum or in the child centered curriculum? Will new approaches be required and used within each framework?

2. Who will develop and control the use of media--the teacher, the media specialist, or the learner?

3. What effect will corporate "contract" learning units have on the program and media utilization?

C. The Learner

1. Will greater use of media prepare or help the student to cope with technology in life?

2. Will media stifle creativity or permit its fulfillment?

3. Will media become a humanizing force within the learning environment?

4. Will media manage the learner or will the learner manage the media?

34. THOMAS A. MORSE

A. The philosophy of education must change with advent of the media immersion. What, therefore, should be determined as the basic premise of the "new" philosophy necessary to incorporate the "new" media - computers, machines, VTR, systems, planned program budget, accountability, etc. I believe this is a serious question that is being avoided at the moment.

B. Personnel - who is going "to learn" the learner - what type of educational training will be necessary in the 70's - how about support personnel - will retraining become an integral part of instruction in the 70's - what contribution should be made by the local, state and national government? Is the media specialist line, staff, both middle management or what? The media specialist must be oriented to how students learn rather than how teachers teach.

C. Media education must be explained adequately to the public in order to gain the proper understanding and support needed to incorporate a multi-media approach into the educational pattern of tomorrow. How can this be accomplished? Who should assume the responsibility?

D. The topic of the conference "Media and the Learner in the 70's" indicates the need for establishing multi-activity learning techniques, in other words, a total incorporation of the formal educational patterns with the emerging and less formal approaches utilizing small group instruction, self-instruction using media as a base for learning in greater depth to provide a proper base for living in the complex society of today and particularly tomorrow. Therefore, I would like to see the subject discussed from a 3P point of view--Purpose... Planning... Program

35. SHARON K. OWEN

A. A look at the role of the media professional

1. How does his role affect the learner? (Do the career concerns of the professional make him lose sight of the effect of "more, new, and better" on the learner?)

2. How will the role evolve in the 1970's?

a. In relation to other professional educators?

b. In relation to the learner?

B. Training programs for the professional.

1. What do training programs generate for the practitioner in the field?

a. Research?

b. Innovations?

c. Policy and ethical statements?

d. Applications?

(continued)

2. Is the trainee receiving practical experiences which will adequately prepare him for his role in the field?

C. Evaluation, research and accountability.

1. Are the goals and values of instructional technology stated in a testable manner?

   a. In what way do these goals and values affect curriculum and the learner?

   b. Are they in conflict with those of the learner?

   c. Are they in conflict with those of teachers, administrators, or para-professionals?

2. Do we demand rigorous evaluation procedures built into the systems we produce or help to produce?

3. Does the evaluation benefit the learner or provide for more efficient management of the system?

4. What responsibility does the instructional technologist have to the learner as to quality of materials, curriculum and outcome?

36. J. RICHARD PFUND

Media and the learner have become one of the most critical issues for the 1970's, not because of the educators acceptance of the efficiency and effectiveness of new techniques, but because of the demand by the learner for relevance, favorable learning environment and immediacy. For too long our electronic age students have been asked to "shift into low gear" when they enter the classroom. We in education MUST begin to realize the differences in students of today and those who were entering our schools a few years ago. The learners of today are concerned not with the twentieth century, but with the twenty-first century in which they will spend more than half of their lifetime.

Education based on developing a capacity for continued learning by the individual has become a necessity. No longer can we depend upon the teacher as the transmitter and the student as the receiver and applier. Usable information is being generated too rapidly for society to survive with this type of educational system.

We must, then, develop new roles for both the teacher and student and use the most appropriate balance among facility arrangements, materials input, human resources and machine utilization to accomplish the educational objectives that are a MUST for the youth of today.

I am concerned that we:

1. Have not considered the learner as our primary interest.

2. Have not developed an awareness of the leadership that is required.

3. Too often depend upon media in the existing curriculum format rather than a new blend of educational experiences to meet the needs of a school population that never knew a day without television, computers and satellites.

4. Must begin to develop understandings that media will provide for the restructuring of curricula designed to create freedom which encourages the learner to work beyond the actual organization and prescribed elements.

37. VIRGINIA PLUMLEY

My concern for "Media and the Learner in the 70's" is based on the so-called "generation gap." On campuses, the students (the learners) are demonstrating against the administration. The students justify such actions by saying those over 30 have made a mess of things. They maintain that the materialistic capitalistic swine are too concerned with self-indulgence, thus providing a poor example for the youth to follow. The older generation maintain those under 30 are too young, too inexperienced to make any mature value-judgment. Consequently, the result is what I term "communication gap," rather than "generation gap."

Now, how can we, as media specialists, use the "tools" of our trade to bridge this gap?

38. CALVIN H. REED

To complement the educational experiences offered in eight curriculum classroom laboratories the College of Education, University of Nevada, Reno, has created a Media Center for Teacher Education. The Center provides: (1) direct learning experiences using a wide array of hardware and software, (2) access to new

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educational developments designed to improve learning through instructional technology, (3) experiences in developing instructional models utilizing a variety of learning resources, and (4) the opportunity to create, produce and experiment with curriculum materials with individuals and small groups.

From freshman to graduate level, students are exposed to a variety of learning experiences and a broad array of resources and media. Especially important is the use that student teachers make of the learning resources. And faculty members are continually developing new learning resources for student use.

Issues and Concerns:

A. The Media Center is to a degree developed along the new guidelines. As yet the public schools in Nevada are still in the talking stages. What can a College of Education do to speed up the development of media centers?

B. Too much of the new media is just used by some staff members as "extra chores" or "busy work." How can the new media become an integral part of the educational experiences at the college level?

C. Of great concern is the staff member who talks a lot about new media but uses none of it in the college courses.

D. What are the accepted competencies that future teachers should have? How can these be developed?

E. Are there some types of learning experiences with media that all teachers should have? At the college level should greater emphasis be placed on certain types of media as compared to the elementary and secondary schools?

F. We get a negative reaction to programmed courses by college students. What is the answer?

G. What are other teacher education institutions doing to prepare future teachers for instructional technology?

39. A. C. RIDDLE, JR.

A. The intergrating of mediated instruction into the normal classroom procedure until there is no longer a noticeable change from the non-mediated to the mediated, i.e., "We will now stop teaching and show a movie," concept.

B. Develop an awareness on the part of all teacher training institutions for the need of courses in the correct utilization of non-book materials to improve the learning environment.

C. More closely relate audio visual materials and their usage to educational accountability.

40. CHARLIE W. ROBERTS, JR.

A. The approach of teacher education institutions departments in their training of teachers as related to the learner of the 70's.

B. In-service training to update teaching skills and methods of teachers as related to newer media.

C. The lack of materials and equipment in institutions of higher education in regard to the training of teachers as compared to material and equipment presently found in elementary and secondary schools.

D. Measuring educational effectiveness in regard to media and the learner.

E. Implementing innovation in the schools.

F. Need for focus on the student and life-planning.

G. Media and the learner of the 70's bringing about creativity, ability to question, and to analyze.

41. TED ROHR

A. How can educators accurately evaluate the effectiveness of media as it will be utilized in future years?

B. Assuming that "accurate evaluations" encourage the use of educational media, how can it be more appropriately implemented into curricula?

C. How can we insure the availability of adequately trained personnel required for the media field for educational appointments?

42. LEW SAKS

A. Relating to the total teaching/learning climate in 1970, finds media specialists with a paradoxical responsibility about reading. The relationship of reading and linearity now moves close to problems and possibilities of perceiving through media. These separate and different but kindred human factors are becoming closer entwined in any serious appraisal of how we learn in 1970: what we use in 1970 and what's "in" and what is "out" in the classroom.

Reading and mediated modalities--is there not some defining here which needs exploration--fill the environment of today's learner in constantly shifting styles and forces.

As the school turns to the screen and to the earphone, the long time "selling" audio visual specialist cannot claim "victory" for his wares. He now can claim being a part of the teaching/learning process in no uncertain terms. In this new status he has every right to sit down with the reading establishment and together re-define the nature of the teaching/learning process in 1970. Notice the word was "redefine" not "reinvent."

B. An offshoot of the above is the crisis in educational journalism about media. The magazines that speak for and about us tend to share our professional uncertainties. As change advances upon us, the journals too need new formats and new styles. Most of all they need new insights into what is happening in mediated learning.

We owe these magazines we read so zealously feedback. We should in this way help them share with us understanding of what we are about in 1970 with our tool kit of media dropped into the still very traditional classroom box. That traditional box houses many millions of students in various stages of perceiving and growing and needs clear examination.

C. Curriculum design remains an important but still a very "mixed" bag. The traditional goals of curriculum, self-realization, skill mastery and cultural improvement-continue to animate dialogues about curriculum design. Now the impact of the information explosion and the impact of the generation gaps demand re-interpretation and renewal of the goals of American education. Such new think must be the continuing concern of the media specialist. The meaning of curriculum must be examined clearly and forthrightly by the entire media establishment. The audio visual professional properly concerned could in this concern be the catalyst who supplies the raw facts and hard data about the growth of mediated learning and its newest implications.

D. Part and parcel of the above three over-arching concerns is the crucial matter of instructional materials design in 1970. Materials producers share with us serious need to ask "what should be produced?" for what purpose? and in what style? These are more than $64.00 questions in a dollar sense and in a learning sense!

How obsolete are traditional film styles becoming in the age of Aquarius? Does the fast editing and rapid-fire delivery now take over in the classroom? Do schools need zoom and boom? What about traditional classic films and other media titles? Do they retain their flavor, should they be withdrawn and new starts made on nourishing the classroom with academic film acrobatics that seem to move today's youth and interpret the world and information in 1970's spectrum of styles?

43. LOTSEE P. SMITH

A. Defining the problem

1. What are the unique problems of this group of learners?

2. What are their sociological, cultural and educational needs?

B. Setting sociological, cultural and educational objectives

1. On what basis (by whose standards) do we set these objectives?

2. What should some specific learning objectives be?

a. Cognitive

b. Affective

C. Identifying techniques and skills in successful learning experiences

1. What is the role of the media specialist in developing techniques and skills for successful learning experiences?

D. Planning and organizing meaningful curriculum

1. What are desired educational changes?

a. Classroom procedures

b. Content and quality of material

c. Organizational structure

(continued)

2. How does the environment affect the learner?

3. What relationship between teacher instructional behavior and pupil performance is desirable?

   a. How can the media specialist affect teacher instructional behavior?

4. What is the role of media specialists in curriculum development?

   a. Should the media specialist provide extended services to improve educational opportunity for the culturally different learner? If so, what should they be?

5. How can the quality and content of methods and materials be improved to meet special needs of this group of learners?

6. What types of programs are being, and/or need to be, developed for this type learner?

E. Motivating the culturally different learner

1. How can media enhance motivation?

2. How can we overcome negative attitudes and improve achievement?

F. Potential of media in assisting the culturally different learner

1. How can media be used to adapt and modify methods and materials to be more effective in this area of education?

2. How can media be used to stimulate initiative?

44. SILAS S. STAMPER

During the past few years there has been a slow, gradual change in the educational media field. The role of media has slowly changed from that of tool and supplement to instruction to that of presenter and tutor. This change, now referred to as the systems approach to education, places media and technology in the key role in the educational program. The systems approach brings role changes for both the teacher and the media professional. These changes will require a tremendous program of professional education for both teachers and the media professional at both the pre and post service levels. A major role of the media professional has always been in-service education; this new development will demand much re-tooling and upgrading.

These changes suggest the following concerns:

A. A system of in-service education to upgrade and update media personnel.

B. Professional media personnel with skills and competencies need to staff media programs.

C. A professional organization for media professionals that could certify that its members have the competencies and training necessary to perform their jobs. (Example: AMA, RN, ADA) (These would be a number of specialists like doctors.)

D. National accreditation of educational media programs.

E. National accreditation of educational programs for media professionals.

45. ARTHUR M. SUCHESK

Media, as applied through Instructional Technology concepts, will have a volatile impact on our development and user population through the implementation and enforcement of a realistic accountability system.

With the specter of contract education, the voucher system and exotic technological breakthroughs looming on the visible horizon, educational systems in the 70's will experience severe buffeting as they go through the pangs of a rebirth. The future of media is being cast by those Instructional Technologists who are applying systematic approaches to the organization of program goals, curriculum design, learning strategies, communication and evaluation techniques.

The 1970 Okoboji delegates should explore, in depth, the critical steps required to assure the role of accountable media in the 70's. There exists a need to standardize the orientation in Instructional Technology. We need an aggressive, national public relation program to sell the merits of Instructional Technology.

There exists a pressing need to provide realistic Instructional Technology in-service training and experiences to educators and specifically to Instructional Technology graduate students. Are we training enough Instructional

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Technology Generalists who are equipped to function in the real time world? Experience shows that most Instructional Technology graduates are ill-equipped to face the onslaught demands of a tough administration engulfed in the accountability era!

Can we continue to ignore the impact of remote access technology in the 70's? Will we be overpowered by traditionalists and obstructionists in the 70's, or will we unite and marshal our brainpower forces to implement realistic educational systems that will best serve the needs of the learner and not cater to obsolete institutional traditions.

For the 1969 Okoboji Conference, several concepts were submitted. Some were never fully explored and finalized. I, herewith, resubmit the following 1969 concerns that are vital for the 70's.

A. Requirement

A realistic approach to curriculum media design. A real time appraisal and evaluation of the target populations involved; terminal performance objectives; evaluation, validation, and corrective feedback techniques employing the systems approach.

Discussion

Establish standards and design a collection instrument to serve as a national guidance model for local curriculum-media specialists to use in formulating a structure in their own custom-designed program needs.

B. Requirement

Extensive national duplication of effort, cost and curriculum-media materials development that are not systems--and terminal performance-oriented, and that by and large have no accountability or verification system built into them.

Discussion

Vendors produce materials that are highly marketable, ignoring the subject areas of lesser market value. The market seems to be flooded with duplication of materials in predominant subject areas. A priority list of subject headings and systems standards requirements should be prepared and given to vendors for their product attention.

D. Requirement

With the 25% national mobility in our population factor, we have an urgent need to standardize curriculum (especially in the occupational training areas) in order to insure commonalities among the mobile population.

Discussion

Design and produce techniques and systems that will insure curriculum and media compatibility between national regions, thus insuring the mobile portion of our population immediate access at acceptable levels into schools or industry across the nation.

46. ANGELIN TAYLOR

A. How can media support individualized instruction?

1. We continually talk in educational circles about individualized instruction and yet when a group of educators or media specialists gather to discuss and evaluate Individualized Personal Instruction, real knowledge usually takes a back seat to personal opinions.

2. Many colleges and universities profess to have courses that teach what IPI is all about, but few really know what to do with the software and hardware in a self-contained or pod type environment.

3. We should set up in-service programs for Media Specialists and administrators that will clearly demonstrate how media can effectively support individualized instruction.

4. We believe that this conference could set criteria or guidelines for an in-service program on how to teach the techniques of individualized instruction, fully supported by properly selected media.

47. GORDON TUBBS

"Media and the Learner in the 70's" is the topic selected for the 16th Lake Okoboji Educational Media Leadership Conference. Most of us will be concerned with the technical media aspects, but it occurs to me that we must give some thought to the leadership aspect. Every delegate to this conference has been selected because of his present or future leadership responsibilities or capabilities.

There are many different ways of leading, many kinds of leaders. Consider, for example, the marked contrasts between the politician and the intellectual leader, the large-scale manager and the spiritual leader. There have been many solemn descriptions of the qualities needed for leadership without any reference at all to the fact that the necessary attributes depend on the kind of leadership under discussion. Even in a single field there may be different kinds of leadership with different required attributes. Think of the difference between a military hero and the military manager. At Okoboji we are concerned with educational leadership.

If educational action is to occur, certain functions must be performed. The problems facing the group or organization must be clarified and ideas necessary to their solution formulated. Objectives must be defined. There must be widespread awareness of those objectives and the will to achieve them. Often those on whom action depends must develop new attitudes and habits. Educational change machinery must be set in motion. The consequences of educational effort must be evaluated and criticized and new goals set.

A particular leader may contribute at only one point to this process. He may be gifted in analysis of problems but limited in his capacity to communicate. He may be superb in communications but incapable of managing. He may, in short, be an outstanding leader without being good at every aspect of leadership.

In my association with the audio visual and educational media fields I think that I can observe that many of our professional people are accustomed to the kinds of problems that can be solved by expert technical advice. It is easy for them to imagine that any educational, commercial, or social enterprise could be managed the same way. Obviously, the supplying of technically correct solutions is only one part of the leadership responsibilities. Leaders have a significant role in creating the state of mind in education. They can express the values that will enable education as a whole to move forward. They can conceive and articulate goals for better education.

The challenge of our meeting at Okoboji is to, on the one hand, devote our energies to the topic but, on the other, be ever mindful of the responsibility of our individual leadership roles, remembering that we are dealing in "futures" --the potential to be realized in human lives. We cannot expect a generation of school children to pay the price of wasted years for finding out the hard way, along with us, that we were wrong. We have to be right the first time!

48. JAMES E. TULLY

A. The role of instructional technology in humanizing instruction.

B. The role of instructional technology in inter-personal and group communication.

49. CHARLES J. VENTO

In this decade, media personnel should assert their leadership towards the ultimate objective, the student. Even though the media person continues to verbalize his interest in the student, successful provision for effective and efficient instruction seems to elude him. One cannot claim he is performing a real instructional (curriculum) service when his duties are merely administering an audio visual center. Therefore, to assume the leadership role in education, the media person must not be concerned with things (machines) but the process (technology of learning). Increasing technology and technological developments temps one to use systems to reduce human interface (machines) rather than produce interactive patterns (process). The emphasis must not be dehumanization in the design of media systems, but upon increasing the potential for human development and self-fulfillment. (See Ellul and Roszak)

In the 70's will the criteria for design of learning experiences be based upon student reactions and needs or will media people continue to determine the essence of instructional design by using the "things" priority. Will it be possible to literally force changes in production or will the status quo (bureaucratic rituals) dominate decisions? An example of this dilemma occurred in a recent audio visual meeting when students participated in a film viewing-reaction session with members of the conference. The students reacted very excitedly to the films and asked, "Why can't we have these films in school?" Producers in attendance said, "We can't sell them to the audio visual people." My deep concern is: Who is making the decisions and by what standards or by what right does one (media librarian) have in the ultimate selection?

Too much material is produced for the sake of production. What is needed is a clear delineation of objectives in terms of learning based upon effectiveness of message design to instruct (learn). How do we use criteria for relevance? Effectiveness? In media design? How does one assure production-learning quality in the medium selected for the instructional experience?

The television production "Sesame Street" broke tradition with instructional television design. Media to this time has only reflected existing teaching techniques; media must create teaching techniques. Some newer films have

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begun to break tradition with film design. Classroom techniques transposed in media (are?) (are not?) effective, especially in the film-television medium. How can we provide for the proper "man-machine" interface in media design? (Teacher, student, media) Are single media productions more effective than modular units? Do extended series of films-television provide for more effective instruction than single (supplementary) pieces? Design strategies must be concerned with teaching-learning strategies. Can media teach through the inquiry-discovery approach? What role does it play? Is media only applicable for teaching in the cognitive skills? Is the classic "introduce - show - follow-up" outdated and useless?

Should media be acquired to strengthen instruction? Does it strengthen rather than be a peripheral "time filler?" How can we convince the powers of tradition that media is essential? Note: These questions seem to be obvious and well worn cliches, however, recent financial problems are causing administrators to eliminate media services from budgets - first. The need in many cases is to demonstrate that media left out of instruction reduces effectiveness, efficiency and relevancy. Improved instruction is dependent upon use of media but we need convincing evidence to gain respectability so that choices for dollars are not from the media budget.

How and what is the most effective and efficient method of disseminating instructional experiences? What objectives are needed prior to decisions about dissemination? Can media be justified in terms of learning effectiveness-per dollar spent? Is there a formula to establish a system for determining cost/benefit? What criteria are needed to establish parameters of cost/benefit for learning?

Ellul, Jacques. "The Technological Society"

Roszak, Theodore. "The Making of the Counter Culture"

Heinich, Robert. His dissertation on instructional technology model and media development.

Latest issues of Educational Technology

"Kindergarten May Never Be the Same" - TV Guide, July 11 (by Richard Doan.)

50. MRS. VIOLET L. WAGENER

Concerns which I would like to discuss at the Lake Okoboji Conference fall in three categories. The third category is directly connected with my work in the new ERIC Clearinghouse for Social Science Education. The scope of this clearinghouse is social studies, social science education and social education.

A. Using media to change teacher and citizen attitudes about education. - Mass media are subtly effective in mass attitude change. What are these techniques? How can their effect be controlled? Can they be used validly by educators?

B. Effecting a total instructional system approach with alternatives for each student. - How can we make "in school" learning as significant as "out of school" learning? Which is suitable for in school, which is not? Do we need to take a hard look at both content and process as they now are outlined in curriculum? How about true independent study and individualized instruction programs through institutions in the community other than schools - the public library? What are the institutional parameters of a total instructional system approach?

C. How can instructional technology be used in social education? Is there a valid relationship? Can the dissemination use of microfiche be expanded - color? computer storage?

51. HOWARD B. WEBSTER

While our schools have improved over the years, we were not meeting the needs of the learner in the 60's and we are presently facing a major crisis in our schools in the 70's. Student unrest and rebellion against school and authority, the drop-out, drug abuse, parental criticism of the schools, and failure of the public to provide adequate tax support are only symptoms of the problem, and indicate our inability to keep up with rapidly accelerating changes in our culture.

Our primary concerns for the learner in the 70's should be:

A. How to exert leadership in effecting changes to meet rapidly developing educational needs.

B. How to stimulate innovation and creative thinking in the areas of instructional development, curriculum reform, individualized and self-motivated learning activities.

C. How to stimulate and develop new attitudes in teachers... reducing authoritarianism, discipline, the importance of grading, and the teaching of "facts"... emphasizing and exploiting the innate curiosity of children, the fun in exploring and seeking answers, and the effective and creative use of media in learning.

D. How expedite communication school and public, administration and teachers, teachers and learners, learners and parents.

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Possible solutions to the above problems hinge on the old question of the media man. "Who am I and what is my function in the teaching-learning process?"

52. ARNOLD WINEGARDEN

A. What responsibility does the audio visual personnel have for increasing awareness of educational supervisors and administrators in the need for greater utilization of educational technology?

B. What can the media do to improve teacher-pupil relationships in the changing curriculum?

C. Has the media any forward looking position for a more understanding political life for the student and the community?

D. What is the role of the media specialist in the study and changes of our curriculum?

E. How does the media specialist get recognition in the educational hierarchy?

53. LYNN H. BROWN

A. How to convince the school administration that personnel and materials and equipment pay off.

B. How can the state education department, state association, and university compliment each other in the total program. What are the roles of each?

C. There is a need to work with the professional at the grass roots level on practical problems even more than what is done presently.

54. LYNN CORWIN

School principals, the key to instructional change, do not practice the media concept, (fused library and audio visual) even though they claim to and talk of it often.

Equipment technology is several years ahead of the software that is presently available or obtainable by schools. Teacher education and in-service in the proper use of media has lagged far behind the materials now available to instructors.

Because of the conservative nature of school administrators and tight budgets it has been impossible to get schools to assign a person the responsibility of AV building coordinators and give them released time or appropriate compensation.

55. FRED F. HARCLEROAD

Regarding the topic, "Media and the Learner in the 70's," my most immediate concerns are as follows:

A. Anticipation regarding trends

1. Demands for fairer and more equitable educational opportunity for ethnic minorities of all types are intensifying.

2. Preliminary results of the 1970 census indicate that currently disadvantaged minorities, particularly black Americans, are moving into the suburbs in a much greater proportion than had been predicted.

3. Universal access to higher education will have been virtually accomplished by 1980, primarily through development of comprehensive community colleges and institutes of vocational and occupational education.

4. Education's various publics will expect, and must receive, far more significant evidence regarding "value-added" to each student by the educational program than has been true in the past.

5. Educators will be expected to be successful in providing a "value-added" component with very little reference to the motivation of their students. ("Social" promotion, on the basis of maturity, will be automatic into the thirteenth year and perhaps the fourteenth year of most educational programs.)

6. Basic school patterns for public support will provide 16 years of education running from age 3½ to 4 through age 19 to 20, with increasing developments of educationally-oriented child care for children of working mothers after children reach the age of six to nine months. Some mature, formerly-retired citizens may be responsible for such child care centers, rather than being delegated to retirement homes and complete non-productivity.

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7. Educators as a whole will, in most cases, not have permanent tenure and will probably be protected by some form of union contract for relatively short terms of from one to four years. Stress in many of these contracts will be upon accountability of the individual educators and salaries may very well be based on some form of efficiency or accountability measures. If this prevails, it will be very unfortunate, since much of the past professionalism and evangelism of teachers may vanish.

8. The home education center may be fairly well developed by 1980 and certainly will be available for use before and after formal school hours. Learning opportunities will be far more carefully structured in mini-courses, and the continuous progress system of education should be widely used for students who do not need remedial help at particular developmental stages.

9. Almost every subject in the curriculum will have been thoughtfully and critically programmed. The work of the teacher and of the professor will have moved from being a direct communicator in many areas to that of evaluator of programmed material and developer of appropriate means of evaluation of achievement of carefully designed objectives. The teacher will serve as a direct line of communication in those areas where attitudes are concerned, where important insights and relationships demand discussion and require "pointing-out."

B. Problems and future of educational media

1. "Mediists" will be members of the design team for the planning of many courses.

2. They will also be responsible for the production of new or varied materials which are unavailable from commercial sources in a particular situation. They should be completely aware of content needs in each field and of media available in various forms to achieve varying objectives in the academic fields.

3. "Educational delivery systems" (a concept comparable to current medical or health delivery systems) will be of major importance. Media personnel with various types of design, production and administrative skills and capabilities will be necessary at differing para-professional and professional levels.

4. Many media personnel (or instructional technologists, if you prefer) will be in the employ of profit-making companies. Such companies will be performing both remedial and basic instructional responsibilities for school districts, colleges and universities--on a guaranteed basis and assuming the "production" of various levels of competence in specific areas of knowledge.

56. LESTER L. HAMILTON

A. What will the industry concerned with closed circuit television finally recommend as the standard width of video tape: 1/2 inch or 1 inch? Will price compatibility and portability produce a leaning to the 1/2 inch tape?

B. Should a school district with an enrollment of 60,000 pupils establish a central system media center in view of the new Standards for School Media Programs recommendations that each school building have its own rather complete media center?

C. If the answer to question B is in the affirmative, what should such a system-wide center contain and what should be its objectives?

D. What would be the approximate initial cost?

E. What would be the annual operating and maintenance costs?

F. At what budgetary rate should these costs be figured?

57. RICHARD G. NIBECK

A. Will the use of mediated self-instruction become an important element in the trend toward individualization of instruction within the next ten years? Is it now an essential element?

B. Who are the individuals making the methodology decision in the present educational establishment?

C. Is the media person to serve as a systems design engineer at the methodological and curricular level or is he to serve the system after the decision has been made?

1. What is the present practice?

2. What should AECT/DAVI strive for?

3. How best can this be accomplished?

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D. Are there enough trained specialists in systems design to effect a significant impact on student needs for the next ten years?

E. Of what significance to the role of media and technology is the recent revelation that there is a teacher excess for possibly the next ten years or more?

F. What is the significance to the future of AECT and its members of the association name change?

G. What is the student's view of media in the instructional environment?

58. ROBERT HEINICH

A. I am not at all sure that the laws and policies governing education in the states are going to be flexible enough to permit large-scale applications of technology in the schools. We may have to make some drastic changes in order to permit the public school system to survive. I am speaking here about state aid formulas, accreditation policies, certification requirements, and collective bargaining regulations. Many of these laws and regulations inhibit the introduction of technology.

B. We need to encourage private industry, regional labs and R & D centers to generate enough varieties of curriculum to permit a student to build his own educational program. It's only through technology that we can really individualize instruction with wide student choice of basic curriculum paths and I am concerned that we might not encourage a sufficient number of curriculum packages designed for independent study.

C. In our emphasis on devising behaviorally sound instruction, I hope we do not lose sight of the child's affective development and that we do not permit our preoccupation with behavioral objectives to limit us to stimulus materials of very narrow band width. We could easily wind up with stimulus-poor, response-centered learning materials. IPI is an example of what may remain a very narrowly conceived program in regard to the use of stimulus materials.

59. ROY B. MOSS

How to make effective use of close-circuit television and video tapes in a small college: In spite of the many projected uses of television, actual use of it leaves something to be desired. There is no doubt in the minds of all of us that television can make an outstanding contribution to higher education. This is evident by outstanding programs in many of our leading institutions. Many of these programs center around a commercial orientated campus television center. Not enough is being done in the use of television as an instructional tool in the small college program. Here are a few questions I would like for the conference to address itself to:

1. What methods or techniques may be employed to orientate the administration to the possible uses of close-circuit television as an instructional device?

2. What possible approaches can be used to educate the administration of the college to the financial need of instructional television?

3. Are there government sponsored projects that will finance instructional proposals?

4. What is the role of close-circuit television in meeting the needs of the culturally deprived college students?

60. DAN ECHOLS

My concerns regarding "Media and the Learner in the 70's" are:

A. The Learner. We must, through the most effective use of educational technology, assure the learner of an education in the 1970's to prepare him for the 2000's.

B. The Teacher. We must convince the teacher that he can reach a higher level of professionalism through the proper application of educational technology to teaching and learning.

C. The Educational Technologist. We must help the Audiovisual Specialist of the 50's, who successfully became the Instructional Media Specialist of the 60's, to make the quantum jump to the Educational Technologist of the 70's.

D. The Public. We must show the public that the proper use of educational technology can make possible the level of education that is essential for the children of the 70's, and, for which, we as educators will be proud to be held accountable.

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61. HOWARD R. H. JOHNSON (Guest)

How can we develop a media-oriented curriculum to include individualized instruction and to effectively involve the student in an optimum learning environment?

The philosophies and policies of school administrators in general and curriculum specialists in particular have not kept abreast with educational technology. In spite of remarkable advances in the development of machines and methods for more effective teaching, the school "establishment" continues to think in terms of the traditional textbook in classrooms. Granted there are many examples that can be cited to disprove this allegation, but for purposes of this discussion we are concerned with the root of the problem which typifies education today.

We believe an answer to this problem is more student and media specialist involvement in curriculum design. When a curriculum is being planned--how often are media people invited to assist in the development of the curriculum--identifying those areas of learning that can be effectively implemented through the proper classroom use of media? How often are students invited to review and evaluate the "learning" effectiveness of the curriculum?

We believe that these are significant deficiencies in our curriculum planning and thinking. It has been said that it takes a generation to die out before new ideas can be implemented. I submit that this is not necessarily true and that we can do something about it at this conference.

McLuhan puts it this way--

> "It is a matter of the greatest urgency that our educational institutions realize that we now have civil war among these environments created by media other than the printed word. The classroom is now in a vital struggle for survival with the immensely persuasive 'outside' world created by new informational media. Education must shift from instruction, from imposing of stencils, to discovery--to probing and exploration and to the recognition of the language of forms."

62. VICTOR M. RIVERA

A. My first concern is "myself" in respect to an objective allocation of resources.

B. My second concern is with the ways of getting evidence to account for our expenditure in media or technology.

C. My third concern is to determine a classification in terms of efficiency and effectiveness "of spin off" from a diversification of strategies dealing with technology.

D. A fourth concern is with the pro's and con's of accountability for learning in a Centralized State Organization.

63. JOHN BULLARD, WILLIAM OGLESBY, DONALD LACOCK, ROBERT LONG, AND JAMES KENT (Group contribution of Iowa representatives)

The need for mandatory refresher courses for all educational media personnel to retain certification to be emphasized in "Guidelines for State Certification".

Initially, "mediated" instruction is more expensive than "traditional" instruction. Since there is little empirical evidence which shows the superiority of "mediated" instruction, what might be a reasonable rationale or strategy for media personnel to sell those who control the funds on the appropriateness of this investment.

What are the absolutely necessary competencies of media personnel who will join teams to plan instructional programs--the list must be kept to a realistic length.

Two major factors prevent the effective collaboration of teachers and media specialist--the absence of released time, and the shortage of funds. What might be a successful strategy to reduce the effect of these barriers.

Why can't there be a brief definition of the profession and its sub-categories which could be used by those who are asked, "What does an Educational Communications Technologist do?"

Federal funds seem to be available for new programs for special educational projects such as underprivileged students, potential dropouts, special education, etc. Fewer funds are available to develop programs which would train the persons who would direct and participate in those programs. Perhaps we have the "cart before the horse".

Is individualized instruction a realistic goal? Is it really possible? Is it economically feasible? Does it adequately prepare students to function in a society of mass communication, mass production, mass recreation, etc.

Lack of empirical evidence regarding media due to the short term nature of experiments. How can we get support for experimental programs which will be distributed over a period of years--perhaps a man's lifetime.

Whether or not the Ph. D. in media is realistically a research degree--or should be--or does the structure of education, and our role in it, require that we be the "D" part of educational R & D, i.e., should we be development specialists with very pragmatic concerns.

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A graduate program in Educational Media can appear busy and populous and be blessed with extensive facilities and numerous amounts of equipment and materials, yet be failing in its intended purposes. Training programs are saturated with philosophy and structured to identify the newest methods of equipment utilization and materials production yet fail to give the student the most prized possession--experience. A well-founded concern is that instructional and service programs need to be more thoroughly integrated. It is agreed that present curriculum structures are necessary and useful but are usually less than half of a student's required milieu of knowledge. The following concerns related to the above statement come to mind.

A. How can the instructional and service programs be integrated to allow internship or similar training experiences for graduate students in media.

B. Would a catalytic agent for change, such as an Educational Development program, be beneficial in helping to reform the graduate curriculum.

C. Problems for which solutions must be found are expressed in the most generic of terms such as limited resources, increased enrollments, shortage of faculty, and the increased demands for research in the field.

D. Problems involved in the funding of instructional programs are always an issue. New means and methods of financial appropriations must be carefully analyzed. Most new dollars are being placed into the general fund to cover new enrollments, consequently, the development of the existing program and facilities is suffering.

E. A better utilization of federal funding is high on the list.

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